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ABSTRACT

The book contains 11 essays presented at a New England Teacher Corps Network institute series on the inservice training of regular classroom teachers and paraprofessionals in the education of handicapped children. Titles and authors include "Ending the Isolation of the Handicapped" (W. Smith), "Perspectives for Staff Development -- A Collaborative Design" (P. Mann, R. McClung), "An Inservice Seminar on Mainstreaming -- Using Network Support at a Local Level" (V. Trumbull, W. Brown), "The Application of Special Educational Perspectives and Approaches in Regular Secondary Classrooms" (M. Nahmias, A. Allnutt), "The Mini Course -- An Alternative Approach to Inservice Education" (R. Glass, et al), "A Non-Special Education Child Study Team -- A Job-Embedded Inservice Training Project" (W. Harris), "Orientation to Exceptional Children Through Placement Committee Activities" (P. Sherlock, L. Dolan), "New Skills for Teachers -- An Inservice Counseling Skills Model" (W. Mehnert), "Teaching Children With Special Reading Needs" (A. Dyer), "Is Inservice the Answer?" (S. Massey), and "Conclusion -- Network Learnings in Staff Development" (R. Henderson). (DLS)

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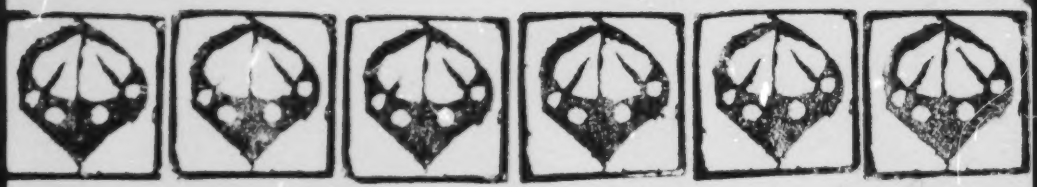
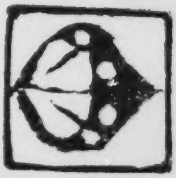


THE RANGE OF VARIABILITY

INSERVICE DESIGN IN SPECIAL EDUCATION



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Introduction

All Teacher Corps projects have a training responsibility to assist regular educators and para-professionals in working with exceptional children. In projects, this program responsibility is called the Exceptional Child Component. William Smith, National Director of Teacher Corps, discusses in Chapter 1 this training responsibility of projects.

The New England Teacher Corps Network sponsored an Institute Series in Exceptionality with Dr. Philip Mann and Rose Marie McClung during the fall of 1977. These institutes were designed to assist special educators in higher education and public schools at the 10 local Teacher Corps project sites in carrying out their training responsibility with regular classroom teachers and para-professionals. The Institute Series is presented and discussed in the second chapter by Philip Mann and Rose Marie McClung and in Robert Henderson's concluding chapter. The institutes lead to the participants developing the chapters of this book which describe the different levels and kinds of inservice training done at the site schools.

The dissatisfaction of classroom teachers with traditional inservice modes has been well documented. The authors began their work with classrooms teachers knowing the problems and consciously set out to design and deliver inservice experiences that addressed and resolved past inservice problems. The authors have honestly presented the new issues that arose as they attempted to modify and create new inservice designs to help teachers acquire the knowledge and skills to provide better service to exceptional students. Through the sharing of this documentation effort, it is hoped other educators will glean ideas and practices that they might undertake or incorporate in their inservice work.

Dr. Smith has been director of National Teacher Corps since 1973. He came to the Office of Education in 1969 and served in various capacities with the Career Opportunities Program, Division of School Programs, the Education Office for Personnel Development, and Teacher Corps. Prior to his work in Washington, DC, he was principal at Patrick Henry Junior High School in Cleveland, Ohio.

Ending The Isolation Of The Handicapped

Dr. William L. Smith

Teacher Corps programs have had a marked impact on broadening the range of acceptable behavior and performance.

Let's call her Wilma Wocten. She's 11 years old, a pretty child, with more problems than any little girl should have.

Who is her father? She doesn't know. Where is her mother? Gone, no one knows where. Who is raising her? A great grandmother and some other elderly people who live in the old clapboard house in Norfolk, Virginia, that Wilma calls home. What does she want most in life? To go to City Park. She's heard about it. She's never been there.

Given these bleak realities, it is no surprise that Wilma is an emotionally disturbed child. Indirect evidence is to be found in her school records. A third grader and two years behind most youngsters her age, she is unable to complete her daily school work and seems to forget what she learns from one day to the next. Quiet and shy, she seldom participates in class activities on her own. Her handwriting is virtually illegible, suggesting poor motor coordination. She has a speech defect. She frequently bites her tongue. And many times there is a faraway look in her eyes that seems to say: "I'll just live in a safe and secret world of my own."

I "met" Wilma some years ago—in a report about one of the numerous kinds of inservice training programs for teachers and other school staff being funded by the Office of Education under Title V of the Higher Education Act. That meeting was an exhilarating experience, pointing up the proposition that out there at the end of the funding pipeline—beyond the conceiving and shaping of programs, the budget hearings, presentations to

Congress, writing of guidelines, reading of proposals, selecting and monitoring of programs—Federal education dollars are being used to improve the lives of people in moving and significant ways. More specifically, there is clear evidence that help is on the way for Wilma and many others among the majority of handicapped children who spend their school day not in special classes with each other, but in regular classrooms with "normal" youngsters.

It was on a rainy evening at the close of a long business day that I shut my office door and sat down with the evaluation report on the teacher training project at Virginia's Norfolk State College. The report covered a full year's training program for a group composed of 530 classroom teachers and paraprofessional aides. The goal: to prepare such people, none of them experts in special education, to work with children who have physical, mental, or emotional problems of sufficient severity to retard their progress in school.

Included in the evaluation was the case study on the young and troubled life of Wilma Wooten. It had been prepared as one of her classroom teacher's first assignments in the Norfolk State training program and was in itself no small research endeavor. It had required a check through a mass of school records to discover Wilma's academic background and health history and a tracking down of the speech therapy and other treatments she had received prior to entering the third grade. It had necessitated interviews with her previous teachers to try to learn what seemed to have been troubling the child during her first school years and whether her problems were becoming more intense. Finally, the study called for visits to the old clapboard house to talk with the elderly relative, who, it turned out, was responsible not only for Wilma's upbringing but for that of two other abandoned sisters and two brothers.

Such case studies are a necessary start in the process of teaching teachers how to spot the child with learning problems early in the youngster's school career, how to identify those problems and precisely define them, and how to recognize the home environment factors that could be expected to trigger or accelerate the disability. The training then focuses on special teaching skills and materials that have proved most effective in helping a child overcome his handicaps or get an education despite them.

Norfolk State, like other colleges and universities partici-

pating in the Teacher Corps, brought in specialists—child psychologists, curriculum developers, reading experts, speech therapists, audio-visual technicians, and many others during the year—from as far afield as Connecticut and New Mexico. Their job was to conduct a wide variety of training experiences.

Teachers say such training programs are real eye-openers, that they awaken a new awareness of their own teaching capabilities and of the capabilities of handicapped children.

Mary Jo Push went through a training program at the University of Miami many years ago. She seemed to sum up the common reaction when she said: "Having worked with handicapped children for three years, I had stacks and drawers full of things I knew wouldn't work. This program showed me how to observe children and how to interpret what those observations mean. It taught me how to 'get inside' those young minds, as it were. All of a sudden a curtain opened, and I wanted to go back and help the children I hadn't known how to help the first three years."

The Norfolk State College and University of Miami programs are typical of the special education training for classroom teachers, interns, paraprofessionals and administrators being offered this year in 120 Teacher Corps projects across the United States. Another 80 projects will be in operation next year. Of the men and women enrolled in these programs many are "teacher trainers"—shorthand for the college-level instructors who prepare prospective teachers in schools of education and staff development specialists in local school systems. Training these trainers of teachers is a key objective, for there may never be enough Federal dollars—or any other dollars, for that matter—to provide inservice retraining programs for each one of the Nation's 2.5 million elementary and secondary teachers. The second alternative is to give attention to those people who teach the teachers in the first place—members of the faculties of our schools of education—toward seeing to it that new generations of teachers are appropriately prepared in such crucial areas as special education. The reasonable assumption is that if teachers enter their first classroom with the proper skills, the need for intensive inservice programs will at least be diminished. There is now a need for a dual set of strategies. The first is to strengthen state and local staff development capacities to deliver inservice while strengthening schools of education to deliver on the retraining for teachers.

Launched in 1971, the Exceptional Child Component in the Teacher Corps is one response to a most unsettling set of statistics and a political reality or two:

—To maintain adequate special education classes for the Nation's several million children with identified handicaps would require 500,000 teachers with special education certification; we have only 175,000, with little likelihood that the shortage will be met in the foreseeable future. There still are many children with unrecognized problems. How many more teachers would be needed were these problems properly identified is an open question.

—About 60 percent of all handicapped children are already in regular classrooms, and research indicates that many of them learn just as fast or faster in "normal" learning situations as they do isolated in self-contained classrooms.

—Except for blind, deaf, and other severely handicapped children, self-contained classrooms do not justify the cost. Such classrooms figure out at $1,600 per pupil per year, compared with $860 per child in the regular classroom.

—Increasingly numbers of parents no longer agree to programs that mark their children as disabled and isolate them in classes outside the academic mainstream. Witness both the numerous court cases in recent years and the historic legislative mandate of Public Law 94-142.

—Mental retardation and emotional problems are closely tied to poverty. Three in four children identified as "mentally retarded" live in rural and urban slums. Poor children are 15 times more likely to be diagnosed as retarded than those from higher-income families.

This last statistic strongly suggests that many children fall in the 50-75 IQ range—and land in special education classes, where they don't belong—simply because standardized testing instruments are still rigged in favor of middle-class experiences and values.

A second-grade teacher in a tiny rural school in the Pacific Northwest tells this story: In line with State requirements she administered a standardized word-matching test to her pupils, many of whom had never traveled outside the country and had few if any picture books at home. In this test, words in the first column were to be matched with the most likely synonym in the second. One of the words was "bamboo." Scanning the second column for its mate, one child selected "ghost."

"The youngster used seemingly faulty reasoning in matching up other words," the teacher said, "and ended with a very low score. Only later," she added, "did I realize that the child had never heard of bamboo. But he had heard the second syllable and matched it with the appropriate word. He displayed a high degree of logic. Yet he got no credit for it."

Leaders in special education were among the first to push for abolishing the traditional self-contained classrooms for as many children as possible. They also point out that there are no easy answers to the problem of educating handicapped children. Given the costs of operating classrooms specially set up to handle handicapped children, the shortage of certified special education teachers, the evidence that special classes do not offer extra learning advantages, and the fact that many children do not belong there in the first place, State and local officials have joined with those of us concerned with the problem at the Federal level to seek realistic alternatives.

The Office of Education has started with the two obvious possibilities: (1) to make the services of more specialists available to more of the seven million children with known handicaps, and (2) to prepare regular classroom teachers to work effectively with handicapped children in regular classrooms.

OE's Bureau of Education for the Handicapped supports retraining programs for the specialists, looking toward enabling them to team up with classroom teachers, school social workers, psychologists, and other members of the school staff in giving handicapped children the special assistance that will help them keep up with the normal academic work. In the last few years the Bureau of Education for the Handicapped has begun work with regular teachers and administrators in the schools and deans in the colleges of education.

In its training and retraining program the Teacher Corps seeks to shore up the skills and confidence of the regular teacher or the new intern who finds him or herself confronted with a hard-of-hearing child, a partially sighted child, and perhaps one or two others with emotional disturbances in the midst of 25 or 30 active normal children.

As the occasion presents itself the Teacher Corps joins hands with the Bureau of Education for the Handicapped. An example is a cooperative project that also involves the Pennsylvania State University. In this project a rather remarkable teacher training van toured the smaller towns of Pennsylvania, bringing a special

college curriculum to the teachers. Penn State developed the curriculum under a grant from the Bureau of Education for the Handicapped. Teacher Corps supported the teacher training component.

Parked in a convenient schoolyard, the van served first as the classroom for a survey course (worth three credit hours at Penn State) in how to identify children with serious learning problems. Facing one of the van's 15 television monitors connected to a computer at the university, each teacher answers questions flashed on the screen and gets an instantaneous "Right" or "Let's try that again" response from the computer. If a teacher flubs a question because he or she has forgotten a basic principle of psychology or anatomy—important in understanding a child's emotional or physical problems—the computer runs in a refresher mini-course in the subject before going on with the survey course itself. On succeeding tours of the State, the van is recycled to provide more advanced instruction in how to handle the problems of children identified on the first go-around.

State and local education agencies have shown like initiative in trying new ways to get at old problems. Texas is involved in a five-year plan to transfer all handicapped children to regular classrooms, and Houston was the first city to start translating the plan into action. With the project in Houston and through the Teacher Corps Texas State Network we are now supporting teacher training and retraining programs to help Texas make the transition.

Patty Evans, a first grade teacher in Austin, put it to the test. Her problem was six year old Nathan, who was given to temper tantrums whenever things failed to go his way. For a time Ms. Evans had tried to ignore the almost daily incidents in which Nathan would throw himself across the classroom or hallway floor and lie there. When she ultimately asked for help, she got an ingenious suggestion. She was advised to wear a bell around her wrist and to ring it every 15 minutes. If the bell ringing caught Nathan being "good," he earned one point. She explained to the child what "good" meant—remaining at his desk, lining up properly in the cafeteria, getting along with other children. At the end of the first day Nathan had earned four points. Because immediate reward for good behavior is part of the therapy for children like Nathan, his four points earned him the privilege of playing with his favorite airplane for a few minutes during class. By the end of a week his daily average had zoomed to eight points with cor-

responding time to do something he particularly enjoyed. Ms. Evans wore her bell for about a month. By then, Nathan's tantrums had disappeared. Ms. Evans says, "I learned a simple technique that worked, not only with Nathan, but with other children."

In California the Santa Monica schools are using a modified approach to placing handicapped children in regular classrooms. There, under an "open door" policy, such youngsters are assigned to regular classrooms when it appears they can handle the work, but they are given a chance to return to less accelerated classes if they begin to feel pressured. During the first year of the experiment about 20 percent of the pupils who advanced to regular classes remained there. A critical factor in their success, Santa Monica reported, was the right teacher-pupil match. Every teacher apparently has a range of tolerance for the behavioral and academic differences among children. Whether a given handicapped child makes it or not in the regular classroom depends in large measure on the teacher's tolerance—and confidence.

The matter of confidence would be difficult to overstress. Too few experienced teachers have had real contact, in their undergraduate preparation or on the job, with the physically disabled child or the youngster like Nathan who flies into a rage at the least provocation. Add half a dozen such children to the class and some teachers panic. They are just not prepared to deal with such a situation. While some colleges and universities are now exploring the feasibility of adding special education courses to their teacher preparation curriculums, too few, in my judgment, are yet addressing the problem.

The Teacher Corps stresses again that for every weakness, a child is apt to have a compensating strength. Build on that strength and the youngster will strive mightily to succeed despite his handicap.

This is why Teacher Corps sees training in special education as so important and, indeed, why every project supported under the legislation must have a component covering special education. These programs contribute to the development and refinement of a special education curriculum design that can be made a permanent part of the teacher preparation agenda at the college level and used in inservice programs sponsored by local school systems. In this way, the Corps' limited amount of dollars can set in motion the multiplier mechanisms that create lasting im-

provements in teacher preparation and retraining throughout the country.

While adaptation may vary from one college or school system to another, I believe the two underlying elements in the Teacher Corps design strategy are crucial to success:

—A humanistic approach to education. In working with handicapped children, as with youngsters from minority and low-income families, teachers should be sensitive to the learning needs and abilities, the personal interests and motivations, and the ethnic and cultural differences that set one child apart from another. The "different" child is not an "inferior" child. Corps' programs have already had a marked impact on broadening the range of acceptable pupil behavior and performance. Educators who are aware of this fact generally agree that children should not be boxed into such categories as "discipline problem," "slow learner," or "physically impaired" but should be allowed to develop as individuals.

The humanistic approach becomes increasingly important as we move toward a culturally pluralistic society and as more young teachers, finding fewer job opportunities in suburban schools, begin their careers in low-income and culturally mixed neighborhoods.

—An individualized approach to learning. To educate youngsters as individuals requires providing more options in the classroom, more specialized skills and confidence on the part of teachers, and more diversified curriculum materials and teaching aides than are available in most traditional educational programs. For the handicapped child, individualized instruction means teachers must: (1) identify, through careful observation and testing, the child with a learning handicap; (2) diagnose accurately the type of handicap; and (3) develop from a range of behavioral objectives and teaching techniques an individual program that will help the child overcome or at least remediate the disability. Teacher Corps programs train teachers in the use of this identification-diagnostic-prescriptive approach, an approach that is applicable to the development of individualized programs for all children—the gifted as well as handicapped.

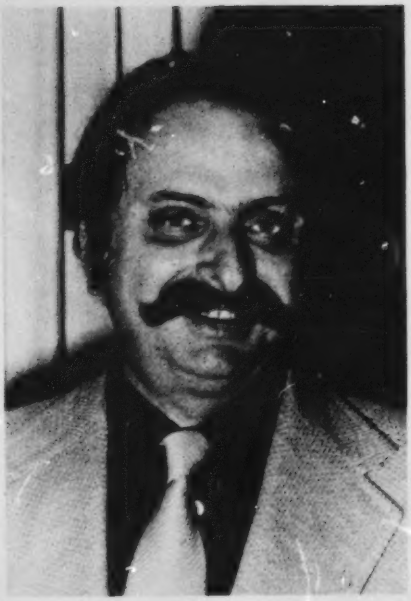
Betty Jane Mingle, a second grade teacher in Florida, learned to counterpoint strength against weakness. Because she herself is physically handicapped, the story of how she put her new knowledge to work to help a child named Liz has particular poignancy.

"Liz had marvelous gross motor coordination," says Ms. Mingle, "which of course made her a natural athlete, but her small motor coordination was weak and she had trouble with handwriting. I wear leg braces and walk with crutches, which is to say I have very limited gross motor coordination. Liz and I put our talents together. I included handwriting along with the academic subjects I taught the children, and Liz directed the class in physical exercises and games. Together we solved her handwriting problem during the school year, and I was a more effective teacher because of her help."

Matthew Trippe, who trains special education teachers at the University of Michigan, makes this wonderful observation: "Education is dedicated to liberating the human mind, while schooling is a social process for teaching people their places in society."

I thought of that statement the other night as I finished reading the case study on little Wilma Vooten. Wilma no doubt thinks she has already had enough schooling. She knows her place in society, finds it ungenerous and dismal, and has opted out.

Because of training programs such as those at Norfolk State College, there is reason to hope that Wilma's story—and the stories of other Wilmas in other parts of the Nation—will have a happier ending. She has no physical disability that cannot be corrected. Her emotional problems and their causes have now been accurately identified. They can be treated. There are people in the schools trained to lend a hand, and more are on the way. With their help, perhaps Wilma and other children with comparable problems can make a successful adjustment to schooling, so they can get on with education.



Dr. Mann is a research associate with Miss McClung as a training associate at the Special Education Training and Technical Assistance Center at the University of Miami in Coral Gables, Florida. Dr. Mann received a doctorate in Special Education from the University of Virginia and Miss McClung has a masters in Learning Disabilities from the University of Miami. Their work in Special Education has been extensive with many publications.

Phil and Rose served as consultants to the Network which brought together the exceptional child personnel in the New England Teacher Corps projects for a series of three training institutes. For additional information on their work refer to their publications listed at the end of this chapter.

Perspectives For Staff Development: A Collaborative Design

Dr. Philip H. Mann and Miss Rose Marie McClung

There was a consensus of agreement with respect to a need for a system of advocacy at local sites.

OVERVIEW

Now that P.L. 94-142 is in the implementation phase, many educators are openly expressing concern about perceived barriers to the full implementation of the legislation. While principals are concerned about litigation, redefinition of roles and in-service training of staff, funding, time for meetings, parent involvement in the schools, and labeling of students, teachers are concerned with class size, time for required evaluations and meetings, the type of handicapped students that will be in their classes, the paperwork required for individualized programming, and a lack of materials. These two groups of educators as well as those in ancillary positions (i.e., social workers, counselors, psychologists, diagnosticians, speech and language therapists, paraprofessionals, etc.) appear to be more concerned about the immediate effects of the law on individual responsibilities than on the school as an education unit. The uneasiness about P.L. 94-142 is often most evident in schools where the individual teacher has the least amount of support or alternatives necessary for meeting the needs of the students with learning and behavior problems. The teacher is directly responsible for the students and his/her success depends upon how well he/she can cope with all of the students in the classroom. Special education is often viewed as a situation that provides relief from the anxiety caused by particular students and in some cases a place of final exclusion.

RATIONALE FOR PROGRAM

The New England Teacher Corps Network project sites participated in three institutes developed by the University of Miami Special Education Training and Technical Assistance Center. The participants from project sites were receptive to the concept inherent within P.L. 94-142, that there is a need for an organized system of support and a parity relationship that must be established between the Teacher Corps staff, the exceptional child component personnel, administrators, teachers, ancillary personnel, parents, and the community. There was a consensus of agreement with respect to a need for a system of advocacy at each of the sites. The response to the law, as indicated by reports from participants, was "How can we most effectively meet the needs of the students within our project schools?" The principal, as the educational leader of the school, coordinates the supportive elements within the school to work in concert with the full-time educational staff. There must be a minimum of fractionalization of the total program. The teachers must begin to think of their roles more in terms of service to students than by their titles of regular, special, or supportive. The participants felt that most teachers at all grade levels have the confidence to request help in meeting the needs of students exhibiting variability. In many of their project schools, components of P.L. 94-142 have been incorporated into the ongoing program by exceptional child coordinators to include parent involvement, cooperative planning among staff, and individualized programming for students exhibiting variability.

Along with concerns related to P.L. 94-142, the exceptional child component of the New England Teacher Corps Network indicated as high priority areas:

1. The examination of student assessment-diagnosis as it relates to the evaluation of learners exhibiting a variety of learning and behavioral difficulties. Particular focus to be placed on the content, process, and implementation of student evaluation, as well as on the delineation of critical areas of concern and the skills necessary for individuals in different roles to evaluate students effectively.
2. The content and process concerns in designing individual prescriptive programs for learners exhibiting a variety of learning and behavioral difficulties. The primary focus to

be on the content, process, and implementation of prescriptive educational programming.

3. The content and process concerns dealing with behavior and education management for learners exhibiting a variety of learning and behavioral difficulties. The focus to be on the content, process, and implementation of developing programming as well as of delineating the critical areas of concern and the skills necessary for individuals in different roles who provide educational services in these areas.

Three institutes for exceptional child component coordinators and public school representatives were implemented during the months of September, October, and November, 1977. The format delineated during a planning meeting was designed to *enhance* and expand the existing knowledge of the participants through sharing of expertise and current technology relating to concerns in the three areas listed. Dr. Marie Barry, Director of the Exceptional Child Component for National Teacher Corps, in a paper entitled, "The Teacher Corps—The Exceptional Child Component Prospectus", stated the following:

1. "In general, the function of this position (Exceptional Child Coordinator) is to plan with the other members of the Teacher Corps staff for appropriate course work, seminars, and workshops, to assist in planning for the exceptional child in the regular classroom through the offices of special and regular teachers at the local education agency level and, where possible, at the school and classroom levels."[1]
2. "The networks are funded for special Exceptional Child Component conferences to *exchange experiences* among the projects and to disseminate the most successful of these efforts."[2]

PRIMARY OBJECTIVES OF INSTITUTES

The following objectives were established during the planning stages by the Teacher Corps project representatives working with the institute staff:

1. To provide the participants in the institutes with a forum by which current information in the area of student assessment-diagnosis can be exchanged and examined. This will

result in an updating of information which enables the participants within their area of expertise and the exceptional child components to improve areas of teacher education in relation to student assessment-diagnosis.

2. To provide the participants in these institutes with a forum by which current information on prescriptive teaching (content and process) can be exchanged and examined. This will result in an updating of information which will further enable the participants within their area of expertise and the exceptional child components to improve areas of teacher education in relation to the training of special educators, but, even more so, for the training of general educators.
3. To provide educators participating in these institutes with a sharing experience enabling them to gain additional insight into the factors necessary to be able to provide for the social-emotional needs of children exhibiting variability in learning. Participants will receive additional specific input about the dynamics of behavioral management, its relationship to remediation, and how these skills relate to diagnostic-prescriptive approaches to education.

School participants in these institutes were, through updating experiences which included sharing of on-site activity, better able to develop education management programs for the students in their particular situations. Participants received additional input in the dynamics of assessment, curriculum, and education management and their relationship to remediation. Skill areas were then related to diagnostic-prescriptive approaches to education. Management of change strategies in public schools was an added concern.

Institute Assessment

A pre-assessment of self-perceived needs based on these objectives was completed by the participants prior to each institute, utilizing a checklist rating scale. The participants indicated particular areas where they could contribute through instruction and/or materials to the content of the training program itself. The information provided by the participants became the basis for the areas emphasized in the institute. For example, more time was given to the areas of highest priority with con-

tributions made by those participants who indicated expertise in these areas. Post-evaluation of overall content and format of the institute was accomplished at the completion of the program.

CONTENT AREAS OF INSTITUTES

1. *Attitudinal Considerations*

At many of the Teacher Corps project sites, the student with learning and/or behavioral disorders has a place and must be included. Although many of these identified students have language and speech problems, more and more learners with other types of problems are being included such as those within the Youth Advocacy components.

Many students enter the system in the early grades and become part of the "high risk" pool within regular classrooms and may or may not at some later time require services. At this first step the issues of least restrictive placement and labeling must be resolved. The descriptive vocabulary surrounding the students' social milieu and educational programming can begin the long chain of stigma and rejection or it can facilitate success in school. Most teachers really want to know more about how to teach the student and try to avoid pejorative labels. They are concerned about harm to both the "normal" and the "handicapped" learner.

A part of the responsibility of exceptional child personnel within each of the Teacher Corps sites is to dispell myths about handicapped students and help change the attitudes of teachers and staff about accepting the "hard to teach" student with learning or behavior problems. This acceptance cannot be taken for granted. There must be additional training and a forum for discussion between all parties involved before an enthusiastic and committed program can begin. This is particularly important at the secondary level. Administrators play a very important role through not only what they say, but through their behavior toward the need for good intervention programs. Where strong administrator support and involvement is evident, teachers are more motivated to go beyond just what is required and extend themselves further to deal with difficult or changing situations.

2. *Concerns Relating to Parents and Community*

The Teacher Corps community based education component has indicated a need for alternative approaches to dealing with the emotional and intellectual needs of parents and family of

students with learning or behavior difficulties. These parents will be seeking help from both special and regular education in keeping with the mandate of P.L. 94-142. Parents should be involved in every aspect of programming including identification, diagnosis and the development of individual educational plans for their children.

School personnel often complain that the parents are inaccessible and not interested in school. An adversary position is assumed between the home and the school. A student's first entry to the system, before failure has begun and the parent loses interest, is a propitious time to specify the rights of the parent and the child and to indicate opportunities for their involvement. A part of Teacher Corps' on-going mandate is an orientation process for parents which involves more than lip service, birth certificates, and proof of inoculations. This orientation process includes the establishment of rapport, a commitment on both sides to a student's progress, a delineation of the goals and objectives of the program and an organized process of communication between home and school. If trust is established early and the parent feels involved in the process as an informed consumer, there should be less apathy. Parents involved in both the planning and implementation phases of evaluation and programming can play a very supportive role in the whole process and in a sense act as a buffer to potential community-school adversary relationships

3. *Procedural Concerns*

As exceptional child personnel begin to get more involved with regular teachers within the school building who serve mildly involved or "high risk" students in the regular classrooms, there will be a need for some modifications in terms of role definition and adjustments of the ongoing programs. The general areas of concern also involve attitudinal changes and the addition of skills for everyone who comes in contact with the students. Teachers, paraprofessionals, secretaries, custodial staff, administrators, parent volunteers, and ancillary personnel must demonstrate through verbal and non-verbal interactions that they believe that all of the students should have successful experiences in terms of normalizing a school.

a. *Student Assessment*

Many Teacher Corps exceptional child components are involved with development of alternatives to norm referenced evaluation. This includes criterion referenced assessment

as well as the need to draw upon assessment alternatives developed by such projects as the Queens, New York tutorial youth project and others.

In the publication, *The Teacher Corps: The Exceptional Child Component Perspective*, the following is stated about the area of student assessment:

> One of the areas the Exceptional Child Coordinators will need to develop is the content and process by which general and special educators will understand and differentiate between norm referenced and criterion referenced testing and indicate this understanding by interpreting test results for educational purposes.[3]

In keeping with this philosophy, exceptional child coordinators are attempting to help teachers to develop the necessary assessment skills required to identify strengths and weaknesses in children who manifest a variety of learning or behavior problems. Teachers need to understand how to use diagnostic information along with the available alternatives necessary for teaching these students.

The diagnostic-prescriptive approach to educating students implies that the programs for students will be based on individual evaluation. Primarily, however, the approach is used to determine through task analysis what it is that children need to know to succeed in schools. By delineating the critical skills necessary for success in the academic areas of reading, writing, spelling, and arithmetic, the teacher trained in the use of this approach can then identify children's abilities in their given tasks.

The validity of testing to many educators has become questionable. The results often affect the labels used and, more importantly, the expectations for their students. There is a plethora of criterion based observational checklists and developmental inventories at the task levels (i.e., reading, writing, spelling, arithmetic) and the deficit levels (i.e., perception, imagery, language, etc.) that can be administered within the time commitment the classroom teacher ordinarily allots to the evaluation of children with educational problems. Diagnosis should occur early in the school year and be ongoing in nature, as well as manageable for the individual teacher.

Another aspect of assessment is the use of ancillary personnel as support systems. The referral systems utilizing

psychologists, social workers, resource personnel, and the interpretation of their data back to the classroom teachers are another common concern. If relevant diagnostic skills are given to the teacher along with the training necessary to communicate information to support individuals, it is felt there will be a reduction in inappropriate referrals and less avoidance of responsibility when a child isn't learning and the pressure mounts for a solution to the problem. Although a student may seem to have normal achievement possibilities and the potential to learn in some areas, other areas may be weak and he will need special instruction or remediation that takes into consideration his specific problems. After the teacher has been trained to use this framework to identify the strengths and weaknesses in children's learning processes, specific initial teaching and amelioration programs can be developed.

Those involved in any aspect of the process of education should have opportunities to be involved in the process of finding out about a student's strengths and weaknesses. Everyone from teachers to paraprofessionals and supportive personnel should have a buy-in to the evaluation process through involvement. It is the regular classroom teacher or paraprofessional who has the greatest potential for initial observation and ongoing evaluation in the classroom. As part of their daily routine, teachers can utilize observational techniques including checklists and analyze achievement tests for criterion referenced data as well as for norm referenced purposes. Even though many teachers in the classrooms where high pupil-teacher ratios exist express concern about finding time to participate in the evaluation process, it can be done. Administrators must plan with the teachers for the utilization of supportive personnel (counselor, special educator, parent volunteer, nurse, psychologists, social worker, librarian, physical education staff, speech therapist, etc.). After the initial screening, the specialists can then evaluate only those students requiring additional attention. This initial team effort results in more appropriate referrals for specialized services.

b. *Curriculum Modification*

It should not be assumed that only regular classroom teachers need inservice training to add on skills enabling them to plan programs for students exhibiting variability. Psychologists

and diagnosticians who have traditionally done primarily testing will need to add competencies to provide appropriate input to individualized educational plans. Some of the competencies for this may include: selection and utilization of materials and media, modification of existing or school adopted curriculum materials, and the development of alternative or "back up" approaches especially in the language arts and arithmetic areas.

c. *Educational Management*

Exceptional child coordinators have expressed a need for effective educational management systems and change strategies which will provide them with more effective approaches for working with those who are teaching children manifesting a variety of learning or behavior problems. Teachers need to learn how to develop management systems for teaching purposes and to understand the available alternatives necessary for working with children exhibiting variability. Often teachers develop workable programs but have difficulty with managing the process of evaluation. Teaching is only one aspect of a comprehensive instructional program needed for students with learning problems. How to manage the learning environment and to put the bits and pieces together is the difficult part of programming for problem learners.

Another aspect of management is the whole concept of developing and implementing change strategies at different levels. Failure in many programs is often due to poor management and lack of communication among educators. Classroom management must become more sophisticated and directed with the use of different types of techniques to modify behavior. The elusive "why" of the performance of children who do poorly in school may be found in teacher-student interrelationships. The students' performance on school tasks cannot be separated from the structure of the learning situation. These relationships need to be better understood before appropriate educational strategies can be successfully implemented.

There are many program materials in this area that need to be organized developmentally for continuity of the ongoing curriculum. Understanding of the material that will be used in instruction is imperative. The person choosing the materials must ask the following questions: "What are the prerequisites

to success in a particular program?" "What kind of intervention is needed and where should one start after the initial assessment has been completed?" "How can progams be understood, modified and continuously evaluated as a part of the total instructional program?"

After finding out about a student's learning style and knowing what educational strategy to use, participants in the institutes were concerned about how to accomplish the task within different educational situations and how learning environments can be modified to take into consideration individual learning needs and mobility. Classrooms must be modified to include learning centers and reduced stimulus areas where students can engage in self-checking activities within a continuous progress management system.

Another aspect related to management concerns is the use of ancillary personnel as support systems, including the utilization of psychologists, social workers, resource personnel and the interpretation of their data back to the classroom teachers for instructional purposes. Teacher Corps participants and staff along with principals must plan for the most effective utilization of such support systems as parent volunteers, paraprofessionals, and peer tutors. Counselors, psychologists, and special education teachers can give valuable input to the training of these support individuals. How can they be effectively utilized for instructional purposes or to support instruction?

At another level, those in higher education need to provide instructional alternatives to their trainees so they will be effective in different school settings. Managing change in this area is a critical concern of Teacher Corps projects as expressed in evaluations from our institutes with the New England Network.

Persistent and Pervasive Problems

The following are examples of problem areas that were addressed and that needed to be resolved for exceptional child component coordinators to become effective:

1. How do exceptional child specialists view themselves in terms of the general education program?
2. How do we bring administrators to the point of recognizing that the exceptional child component can generate activity in other aspects of teacher education?

3. What is the responsibility of the exceptional child component with respect to parents of normal as well as handicapped children?
4. How do we deal with the paucity of materials in the schools and how can available materials be utilized more effectively?
5. What is the role of the exceptional child coordinator in planning for the development of advocacy groups in public school settings?
6. How do exceptional child component coordinators fit into the whole process of change in the institutions of higher education and in the public schools?
7. What are the difficulties with modeling school programs with respect to the mainstreaming of handicapped children?
8. What can be done when there is a conflict between perceived needs and school expectations in terms of the job description of exceptional child educators?
9. What problems arise as we attempt to implement our programs in keeping with the mandates of P.L. 94-142?

IMPLICATION FOR TEACHER CORPS

A recent Teacher Corps publication, *Teacher Corps*, developed by the Teacher Corps Recruitment and Referral Center, University of Southern California at Los Angeles states the following:

> Children who have learning and behavior problems need not be isolated from other children, especially if teachers are able to accommodate a range of difference in their classrooms. Teacher Corps trains interns, teachers, and teacher aides to individualize instruction, to encourage children to help each other, to try new methods and materials, and to use effective classroom techniques. When teachers can demonstrate confidence in students, then students are likely to learn more, feel better about school, and feel better about themselves.[4]

Since technical assistance such as this institute represents a support system to exceptional child component personnel, it is important that the focus be directed toward having applicability

in any educational setting where students who exhibit variance are found, including both regular and special class placement as well as all the instructional alternatives presently existing within these environments. A recent publication, *Mainstreaming: Helping Teachers Meet the Challenge*, Summer, 1976, published by the National Advisory Council on Education Professions Development indicated,

> With rapid growth and widespread support, the mainstreaming movement has the potential to affect all classrooms of the estimated two million public school teachers. In fact, more than 30 percent of the almost eight million handicapped children are now estimated as being in regular classrooms.[5]

While other agencies focus on a labeled and categorical handicapped population, Teacher Corps is also concerned with the group of students who have learning and behavior difficulties who are in regular classrooms and who fall just above the labeled group and yet are unserved because of a lack of resources. The teachers who work with these students need to extract the best and most appropriate technology from special education for their purposes.

In keeping with this philosophy and thrust, the following specific needs are evident.

1. Need for educators at Teacher Corps sites to be supportive of the development of least restrictive environment instructional programs for all students.
2. Need for educators at Teacher Corps projects to form collaborative relationships through learning together and sharing knowledge and experiences (regular and special education) so that these relationships can be carried back into the field.
3. Need for educators at Teacher Corps sites to have knowledge of educational alternatives and current information systems including legislation so that they can more effectively participate or give input to program issues.
4. Need for educators in Teacher Corps programs to actively participate in the mechanics of setting up programs focusing on educational alternatives for nonhandicapped and handicapped students who will be educated primarily in regular classrooms.
5. Need for educators at the Teacher Corps sites to take on

the role of advocates for the rights of handicapped as well as disesteemed students who are failing in our schools and to participate in programs stressing normalization.

6. Need for educators in Teacher Corps projects to participate in the implementation of field based activities related to instructional alternatives for students exhibiting learning and behavior problems.
7. Need for educators at Teacher Corps sites to participate in community related activities concerning human services delivery systems for students who fail in school.

Several additional areas have been identified by Teacher Corps as areas of focus for the exceptional child components. Dr. Marie Barry, Coordinator, Exceptional Child Component Teacher Corps, in a paper entitled, "The Teacher Corps—The Exceptional Child Component Prospectus", identified some of these areas of focus as:

a. Collaboration
b. Educator Competencies
c. Mainstreaming the Handicapped Adult

1. *Developing Collaborative Relationships*

This process involves determining the most effective ways that special and general education working at the institution of higher education, local education agency, school, and classroom levels can work collaboratively to achieve improved services to children. At the higher education levels this entails reinforcing patterns of collaboration of staff. For example, psychology, elementary education, special education, etc., can come together through workshops, seminars and courses where appropriate for planning and implementation of programmatic change, particularly in relation to preservice and inservice training. At the local education agency level, this collaboration will include supervisors of curriculum, counseling, pupil personnel, special education coordinators and others. Concerns will also center around bringing together the individuals who participate in the assessment of students and should involve the kinds of collaborations which would culminate in successful classroom experiences for students. Collaboration will enable the delineation of responsibilities for training needs at both the preservice and inservice levels. This collaboration for serving students exhibiting variability in different education settings is especially important since more educators are recognizing today the

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necessity for the acquisition of a common core of skills for all teachers regardless of specialization. Educators are recognizing the need for general educators to acquire the skills that will enable them to deal with the variance in students.

2. *Educator Competencies*

The exceptional child components working in concert with other components of Teacher Corps projects must define both the competencies for regular educators to deal with the variability within the classroom and the competencies for special educators to work with general educators.

Teacher education today is faced with the problem of providing training to teachers, both regular and special, that will enable them to serve children in diverse educational settings. Teacher Corps offers in competency based teacher education an educational alternative that appears to be another step in the process of accelerating the modernization of programs for all children. This modernization receives much of its impetus in law and legislation; however, as in any modernization process there are lags in dealing with the change process. Teacher Corps must focus on those issues in education that are both inherent through tradition and vested in law in terms of the competencies needed by all educators who will be responsible for students in any educational setting.

Those who are concerned about inservice teacher education are confronted with the ongoing task of upgrading the skills of teachers. As collaboration between general and special educators becomes a reality, more attention will be given to shared responsibility for educational programming for students. The institutions of higher education and local school districts will need to examine the competencies necessary to provide the process and content required in dealing with a broader range of variability within the classroom. Public schools are looking to the teacher trainers from colleges and universities to design general educator competencies in diagnostic-prescriptive education.

EXAMPLES OF GENERALIZED COMPETENCIES

Generic Minimum Entry Competencies
for *Shared Responsibility* Roles

Educational Situation

a. Students exhibiting handicapping conditions in regular classes that are associated with slower rate of development

(mentally handicapped), learning disabilities, sensory impairments, behavior disorders, physical disabilities or any combination of these in educational settings when compared with peers.

b. Students who are gifted in education settings when compared with peers.

1. *Understand* how to relate diagnosis and instruction, content and procedures necessary for developing individualized educational programs for students exhibiting unique cognitive styles which consider both the strengths and weaknesses of the learner.
2. *Design* individualized academic program for students exhibiting different learning rates and/or styles utilizing appropriate materials and instructional techniques including the backup systems which can be implemented should initial strategies be deemed ineffective and/or inappropriate.
3. *Implement* an individualized academic program including the appropriate educational and behavioral management concomitants that encompasses such task level areas as language arts, arithmetic, science, social studies, physical education, etc., as well as the prerequisite critical skills necessary for success in these subject areas to include sensory, perceptual, memory, language and motor development.
4. *Participate* in shared responsibility team approaches to diagnostic-prescriptive programming including interdisciplinary staffing experiences involved in the implementation of an individualized academic program.
5. *Extend* the principles and outcomes of individual academic diagnostic-prescriptive programs by participating in coordinated efforts with home-school outreach; community agencies; state and federal agencies pertaining to placement and programming for all students.
6. *Evaluate* the effectiveness of planned and implemented individualized diagnostic-prescriptive programs utilizing appropriate data collecting devices.

These generic minimum competencies in diagnostic-prescriptive education can serve as a core for organizing teacher training content.

3. *The Handicapped in Society*
(Mainstreaming the Handicapped Adult)

Teacher Corps will need to address itself to the whole issue of mainstreaming the handicapped adult within the programs themselves. This effort could entail handicapped individuals becoming a part of the educational staff at the local education agency level. It is particularly important for general educators to understand the implications of legislation as it relates to handicapped citizens of our society. Particularly, interest is being generated regarding the handicapped student in higher education. With the field of teacher education in a state of change, this area of concern is cogent today and in keeping with the mandates of the recently approved Regulation 504 of the Rehabilitation Act of 1973.

CONCLUSION

There must be a nucleus of leadership in Teacher Corps that continually evaluates the process and provides the multiplier effect to new projects as well as to the previously supported sites. As soon as the process is seen as someone else's responsibility and just another program, it is doomed to failure. Advocacy for students' rights to a meaningful educational experience must be reaffirmed every year and collaboratively carried out.

Institutes often raise more questions than they resolve. The whole question of "What is Teacher Corps' mission and where does the exceptional child component meld into the essence of this mission?" emerged as an over-all concern. The experiences of these institutes as outlined in this paper provided an opportunity to focus on real and critical problems at their project sites and did a great deal to clarify the issues. This collaborative learning experience sponsored by Teacher Corps gave meaning in an explicit manner to the intent of the Teacher Corps program nationally.

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An Inservice Seminar on Mainstreaming: Using Network Support at a Local Level

Drs. Virginia Trumbull and Wesley Brown

As the seminar session began, the instructors realized that the program could not be carried out entirely as envisioned.

In the preceding chapter, Dr. Mann and Miss McClung have described a set of activities the Exceptional Child Institutes designed to support the exceptional child component personnel in the New England Teacher Corps projects. As a result of these activities, the authors of this chapter designed an Inservice Seminar on Mainstreaming as part of the instructional and exceptional child components of the Keene/Marlborough Teacher Corps project. This chapter will describe the seminar's format, philosophy, content and implementation. It will present a description of the actual on site seminar and program. Problems encountered are noted so that other projects replicating the activities can improve on the overall design and implementation of the seminar.

BACKGROUND AND SETTING

This eleventh cycle Teacher Corps project began for Keene State College and the Marlborough Schools in 1976. It involves inservice education for the Marlborough Schools' staff, preservice training for a team of four interns, and the school-community programming for the town of Marlborough. The Marlborough site includes adjacent elementary and secondary schools with a total of 400 students and 27 teachers in a rural setting.

EXCEPTIONAL CHILD COMPONENT DESIGN

The overall program design of the exceptional child component had three major activities:

1. Involvement of a special education consultant at the schools one day per week during the school year working on a variety of special education problems and activities.
2. Involvement of school and college personnel in Network activities and other external conferences.
3. Instructional and demonstration programs to assist teachers in meeting the needs of students with learning and behavioral problems.

The first year's instructional programming for teachers included:

1. Introduction to Special Education (1 credit)
2. High Incidence Handicaps (1 credit)
3. Low Incidence Handicaps (1 credit)
4. Families of the Handicapped (1 credit)
5. The Gifted Child (1 credit)
6. Emotionally Disturbed Children (1 credit)
7. Seminar on Mainstreaming (2 credits)
8. Informal Assessment of Student Abilities (2 credits)

Based on the training experience with Dr. Mann and Miss McClung, three new instructional modules were developed which comprised the second seminar on mainstreaming:

1. Diagnosis (1 credit)
2. Prescriptive Teaching (1 credit)
3. Educational and Behavioral Management (1 credit)

SEMINAR FORMAT AND PHILOSOPHY

The format for the seminar in mainstreaming considered the small population of the Marlborough schools, the ever increasing need for support systems for handicapped learners in the school and the resources available from the New England Teacher Corps Network and Keene State College. It was felt by the exceptional child component coordinator that the more personalized the relationship between the seminar instructor and the Marlborough teachers electing the seminar, the greater the possibility that the training would be effectively transferred to

the students in need of services. This philosophy of teacher training was developed into a workable form by Coombs in his work with preservice teachers at the University of Florida (Coombs, 1974). Coombs chose to work with a small number of preservice teachers acting as their advisor and seminar leader throughout the two years of each student's training. Through his responsibility for the educational program for each member of the small group, he was able to help each student plan and carry out a program individualized according to each student's needs. Weekly seminars gave direction and put into perspective the experiences each individual was having in classes and practica. Using Coombs' work as a philosophical framework, the seminar at Marlborough consisted of several components which are illustrated in figure A:

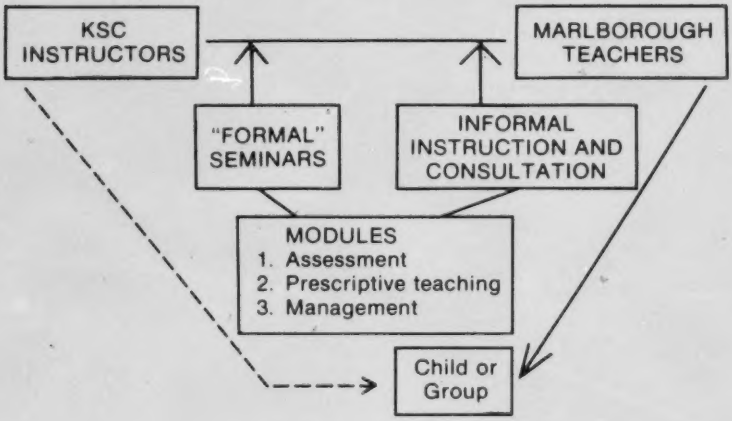

Figure A

SEMINAR CONTENT

The topics selected for the seminar modules were adapted from the Institute series directed by Dr. Mann during the summer and fall of 1977. The Institute was sponsored by the New England Teacher Corps Network for the purpose of sharing information on models and techniques of inservice teacher training among the regional projects. Various approaches were incorporated in the Institute to provide the New England sites with alternative approaches to meet the needs of schools and classroom teachers

involved in the integration of special needs children into regular classrooms. The major topics of the Institute were diagnosis, prescriptive teaching, and the management of exceptional children. These topics became the focus of the Marlborough Seminar on Mainstreaming.

Each of the three seminar modules consisted of a five-week block devoted to one of the three topics. One college credit was awarded for the completion of each module. The formal part of the instructional program was provided during weekly after-school sessions of one hour when the course participants met with the field-based instructor. Additional instruction took place individually on an informal basis during the two one-half day time blocks each week when the instructor was available in the schools to the seminar participants. Each teacher participant was encouraged to choose a child experiencing some special needs or difficulties, group of children, or a problem situation which he/she was particularly interested in solving. The instructor then met individually with that teacher, observed the child, and offered guidance or suggested materials for assisting the student(s). Through appropriate weekly topics and on-going individual consultation, it was anticipated that attitudinal changes related to handicapping conditions and mainstreaming would occur as well as an increase in skills and techniques for working with handicapped learners in the classroom.

IMPLEMENTATION

As the seminar sessions began, the instructor realized that the program could not be carried out entirely as envisioned. It seems useful to describe the program first in its ideal form and follow with a description of what actually occurred in the implementation. Possible reasons for the discrepancy between the ideal and the real will then be considered.

THE "IDEAL" SEMINAR

The entire mainstreaming inservice program was conceptualized as operating within the framework of a diagnostic teaching paradigm. This process is outlined in figure B:

Diagnostic Teaching Process

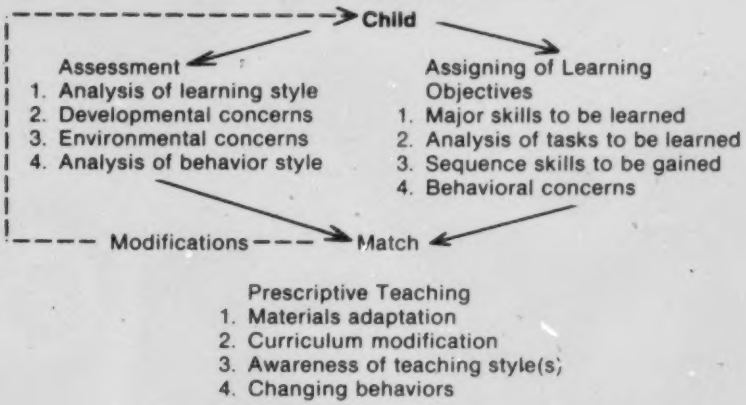

Figure B

The child and his needs are central to this process. In the majority of classrooms which include handicapped children, such a child does indeed become the focal point, whether or not the teacher expects or is prepared for this. This child within the regular classroom cannot ordinarily be ignored. With the present mandate of PL 94-142, no identified handicapped learner, whether his problems are obvious and thus attention-gaining or whether he is withdrawn and unobtrusive, will pass through a public school system without an individual program plan developed for his specific needs. Whether or not the handicapped child has been fully diagnosed and an educational plan provided, the youngster must be dealt with in as effective manner as possible in the classroom. A formal diagnosis of a student's special needs may indeed be helpful to the teacher, but it can be misleading as tests and testing situations are not infallible. The lack of a formal diagnosis should not paralyze a teacher and prevent him/her from formulating a teaching program. Within this philosophical framework of assessment and teaching, the first module and follow-up sessions were developed.

During the weekly seminars of Module I, it was planned that the meaning and use of formal tests would be discussed, but that greater emphasis would be placed on the development of informal methods of assessing children's needs. Teachers would

be taught how to use formal test results as a base for designing appropriate observation techniques, checklists, and informal tests based on school curriculum in order to determine for themselves the nature of the learning or behavior problem. The diagnostic process, as taught in the seminar sessions, would stress the determination of learning and behavior style of the child as well as developmental concerns. The effective diagnosis should consider not only the child himself, but also the environment the child functions within. The various environmental considerations would be discussed along with an introduction to the ecology of the classroom. It was hoped that such an introduction would begin to provide the teacher with an awareness of the critical balance between the child with special needs and the environment within which he functions. In the case of the exceptional child in the classroom, it is not merely the child who must be diagnosed and understood, but also environmental characteristics and the interaction between the child and his environment.

The informal "follow-up" meetings would be interlaced with the formal seminar sessions on the diagnostic process. This process would provide not only the personalization of the program for the individual teacher and the instructor, but offer the opportunity for the instructor to become better acquainted with the children's problems as perceived by each teacher.

During Module I, it was envisioned that each teacher would select a problem he/she wished to concentrate upon during the entire course of three modules. This accomplished, the teacher with instructor's input would use a variety of informal assessments plus information acquired from interviews with parents, teachers, and previous school records to determine a functional assessment of the child and his situation. The total diagnosis would include the type of learner the child appeared to be (visual, auditory, impulsive, reflective, independent, dependent, etc.), his developmental level and discrepancies in this level depending on the subject area, behavioral style, teaching style used by the child's teacher, and critical characteristics of the environment. An important aspect of this diagnostic process would be the formulation of a hypothesis regarding the most effective way to teach the selected child based on the information gained from the assessment carried out by the teacher. A plan for the initiation of prescriptive teaching should evolve from this information and be presented to the instructor.

Module II, prescriptive teaching, was conceptualized as the follow-up of the diagnostic process introduced in the first module. The teaching plan which originated as a result of assessment would be put into practice with the understanding that the plan itself would be constantly scrutinized and modified to meet the needs of the child in a specific situation.

The formal seminar meetings in this module would provide the opportunity for the instructor to present a variety of teaching techniques found to be useful with handicapped learners. It was planned that ideas gleaned from presentations at the Institute directed by Dr. Mann plus those developed previously by the instructor would be presented to the teachers during these sessions. Academic areas would be stressed, especially reading, mathematics and spoken and written language. Materials especially suited to the special needs child would be presented as well as techniques for assessing available materials in order to modify them as needed for use with the child. Secondary teacher participants were to become cognizant of vocational educational materials, many of which are very appropriate for the student with poor reading and/or math skills. Survival skills in the social and work realm which an individual in today's society must have in order to maintain himself as an adult are also developed in many vocational education materials. Matching the older students' needs to these materials would be discussed and again modifications developed when appropriate.

Informal meetings with the teachers would again, as in Module I, provide the opportunity for individual consultation and planning as appropriate for the education and development of the selected children.

Module III on educational and behavioral management was seen as an opportunity to explore a variety of ways and means for setting up classrooms with environments to maximize teaching and learning. Equally important would be the consideration of student behavior in the classroom and suggested techniques for identifying interfering behaviors, observing when and under what conditions they occur, and managing them constructively. The importance of self concept and ways of encouraging children to feel better about themselves and interact constructively with adults and peers would be discussed. Role playing techniques, simulation games and case studies would be used as a catalyst for encouraging the teachers to try the techniques or to devise their own as they manage behavior in the classroom and

stimulate discussions to enhance educational development. During this module, time in the formal seminar sessions would be devoted to a presentation by each teacher of an education or behavior management problem he or she had encountered in the classroom. Through discussions in seminar sessions as well as follow-up consultation provided by the instructor, it was hoped that each teacher would gain at least one practical technique for managing the problem he/she had identified.

The informal "follow-up" sessions were viewed as extremely important to the seminar model. The instructor's role during these sessions would consist of one or more of the following:

1. Modeling of informal diagnostic techniques in the classroom. These techniques would include some of those discussed in the weekly seminar session or other techniques deemed appropriate for the individual situation.
2. Modeling of direct teaching techniques with an individual or small group of children.
3. Discussion of problems specific to an individual teacher and suggestions of potential diagnostic or prescriptive techniques to be used.
4. Observation by the instructor of individual students and/or classrooms.
5. Contributing to parent conferences both as a model for teachers unaccustomed to discussing handicapping conditions and as a member of placement teams.
6. Guiding teachers in the development of observation checklists, informal assessment instruments, prescriptive teaching and behavior management techniques.
7. Suggesting materials or helping teachers design materials which would be appropriate for a specific situation.
8. Serving as a liaison between teachers in the school and other professionals in the community whose input regarding certain children could be useful to help the child.
9. Suggesting potentially effective student grouping techniques or ecological changes within the classroom.
10. Encouraging teachers—helping them realize that they have many of the skills of special educators and that it is possible to use those skills as well as new ones gained through courses and experiences in the classroom situation.

11. Demonstrating ways in which special education techniques can be used in a classroom of 20 to 25 students.
12. Encouraging teachers to make full use of the special education consultant in the Marlborough School as well as the psychological and educational services available to the entire school district.

THE ACTUAL SEMINAR

The seminar on mainstreaming did not function entirely as originally envisioned. The modular concept was maintained as was the basic philosophy of interaction between formal and informal contact of instructor and classroom teachers. However, achieving the depth and breadth of knowledge of the topics within a five week module was not accomplished to the satisfaction of the instructor. Teachers expressed different needs from those envisioned and commonly did not select a single student focus. Thus, it cannot be said that a satisfactory demonstration program for specific special needs children was carried out.

A brief description of the actual program and a discussion of the reasons for changing the ideal format follows. Problems and difficulties inherent to the original design and its installation in Marlborough will also be discussed.

Of the twenty-seven elementary and secondary classroom teachers in the Marlborough Schools, no elementary level teachers took part in all three modules. The readiness room teacher took the first module and gained skills that she used to identify potential special needs children. Her enthusiasm and talents were most helpful in encouraging appropriate programming for several children. Unfortunately she accepted a job in another school and was then unable to take part in the other modules. Two of the four preservice interns elected the seminar, but both were oriented toward upper elementary or high school teaching. These factors yielded a preponderance of high school teachers in the seminars, and the focus of the inservice program was shifted from one which would encompass teachers who taught at all ages to a secondary orientation. The secondary focus did not allow an understanding of progressive developmental levels to occur. A desired stress on early identification of special needs children, though discussed, lost its impetus. The adolescents with whom the teachers in the class were concerned

had either not been identified at an early age or the suggestions previously provided by others had appeared unrealistic to teachers and had not been implemented. The original problems of these students had been compounded by ever increasing learning and behavioral difficulties. The teachers needed crisis intervention and solutions for advanced problems and were not in a position to institute preventative methods or simply to use a new approach to teach the child how to read or how to accomplish math. Many of the adolescents selected by the classroom teachers were extremely disenchanted with school and represented "hard core" problems to the school. Thus a very much needed, but unplanned, change of emphasis for the seminar was adopted.

For the instructor, this occurrence re-emphasized the dire need for early identification and intervention with handicapped children. Evident in the conversation of the high school teachers was a note of desperation and helplessness when it came to dealing effectively with 16 year old, acting out, non-readers. The module thus became a forum for presenting techniques for observing behavior, accomplishing informal assessments in the classroom, and teaching and managing the older special child and his environment.

At the beginning of Module I, it was evident that the teachers in the seminar had basic awareness level needs. They knew little or nothing about special education legislation. However, they had heard rumors that they would be expected to educate *all* children, however handicapped an individual might be, in their own classroom. "Mainstreaming" was a term that had frightening implications and the teachers' attitudes toward this poorly defined term ranged from resignation to a "you can't make me" hostility. Overworked to begin with, the teachers' general lack of enthusiasm toward mainstreaming and whatever it might connote was easy to understand. Too large a number of children in their respective classrooms were already problems they were not certain how to deal with. Now would there be more? And what was their responsibility to the problems that existed already, kids with whom they barely managed to "cope," much less "teach?"

Frightened and uninformed attitudes of teachers had to be accommodated before any of the modules could progress. Thus an overview of PL 94-142 as originally planned by the instructor went beyond the overview into discussion of teacher training and attitudes. Each teacher felt he/she was not skilled enough to

handle special needs children. Each teacher had to learn that this feeling is not accurate and that, in truth, he/she has a great understanding of the needs of young adults in addition to knowledge of a subject area. What was often needed on the part of the teachers was the self-confidence and a few specialized techniques which effectively used their expertise to make the match between children's needs and the subject matter each teacher knew intimately.

A component not originally fully appreciated was added to each module. The teachers themselves needed a great deal of bolstering and recognition of the fact that they knew kids and they knew their subjects. With such knowledge and a cursory overview of handicapping conditions, most of the teachers gradually realized that they did indeed have experience with a variety of special needs kids and that they had found some solutions in the past. Thus some of the mystique of the "special child" was dissipated and the teachers began to recognize them as kids they knew well.

At the beginning of Module I, each teacher was asked to choose one child whom he/she considered to have school-related problems in order that the child might be informally assessed, an educational and behavioral plan formulated, and that plan carried out. Of the eight teachers in the module, three noted other individual needs. One requested help in grouping her class and providing curriculum options for each group; one wished to experiment with peer teaching; and a third teacher requested the instructor's help with three children he had questions about. Although the instructor had planned that the original teacher requests would be followed throughout all three modules, this did not occur. Perceived problems in September were no longer problems in November. Children who had originally been unnoticed became priorities for the second or third module. One teacher decided that her need to help one child could not be satisfied unless four others who interacted closely with the child were also helped. A fifth teacher asked to change her focus from one child to another she felt to be far more in need of help. Thus, the in-depth, child specific work originally envisioned did not occur, but as new problems arose, they were accommodated into the course format.

Another change in the originally conceived program was a result of the desired breadth and depth of instruction to be delivered. Five one-hour sessions constituted the formal part of

each module. This format provided enough time for an introduction to the topics but not enough time to cover the specific content needed. The follow-up informal sessions seen originally as a vehicle for expansion of ideas brought up in the seminar sessions were not always satisfactory due to the teachers' very tight time schedules and the instructor's time at the school. Time and scheduling problems became an energy drain on a limited resource and a definite detriment to the functioning of the seminar. The eight teachers involved in the seminar each had one unscheduled period a day. Several were available the same period. The instructor was at the school one morning and one afternoon a week. Thus teachers with similar unscheduled periods could be seen only for a short period each week or for a longer time every two or three weeks. Consequently, the extremely important individual personal contact between the instructor and each teacher did not evolve in a completely satisfactory manner. To obtain optimum assistance from a special education consultant, far more in-school time is required. The specialist must be available when the teachers need him/her. In a school the size of Marlborough, a special education consultant should be available at least one half time *while school is in session.* To be effective, the consultant should be free to visit classes, observe and talk with children, consult with teachers *and* carry out formal inservice training.

Most schools can be characterized as having a limited number of non-scheduled personnel. Teachers who can be relieved of their daily duties to observe demonstration sessions, to practice observation techniques, to work with children on an individual basis in a one-to-one situation, and to consult with a specialist when the need arises are in a better position to gain new skills. They need to practice new skills successfully before assuming total responsibility for implementation in their own classrooms. It was difficult, if not impossible, for teachers in Marlborough to find the time to pursue the needs they encountered in working with handicapped learners. Thus, the role of being a consultant-demonstrator proved to be problematic.

Conflicting school demands presented a final problem for the seminar. Each week, at least one teacher was unable to attend because of conflicting co-curricular or extra-curricular events. If these scheduling problems are inevitable in a public school, then the module length should be extended to counteract this problem.

CONCLUSIONS

This chapter has described a local Teacher Corps project's exceptional child component instruction and demonstration program for classroom teachers. In spite of the operational shortcomings inherent in its application at the project school site, the model retains many promising aspects. The juxtaposition of formal and informal sessions and the personalization of instruction in a modular inservice calendar responsive to teachers' needs remains a viable way to bring about change in skill level as well as attitudes. The seminar's change to focus on specific problems teachers encountered responded generally both to the teachers' content desires and complex schedules. The most critical variable encountered, challenging the optimum effectiveness of this and other project activities, was that of available time on the part of all the constituents involved to collaborate in the process and integrate it within the overall operations of the school. The authors feel this approach remains a realistic design for bringing together special education consultants and classroom teachers in public schools to resolve many of the pressing problems of students with learning and/or behavioral problems.

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The Application of Special Educational Perspectives and Approaches in Regular Secondary Classrooms

Maria L. Nahmias and Alice Allnutt

When secondary teachers began to look at students as having abilities along a continuum of strengths and weaknesses, they become more aware of the range of abilities and skills in their classroom among all their students.

INTRODUCTION AND RATIONALE

In light of recent legislative and judicial mandates and educational trends, universities and local educational agencies have developed and implemented programs to help teachers prepare for the challenge of educating exceptional students in regular classrooms. The theoretical bases and foci of these programs have been largely drawn from traditional special educational perspectives which tend to emphasize individual needs of students and diagnostic-remedial techniques. These are somewhat disparate with general educators' frameworks which focus on subject matter and whole classroom management systems. This has often led to confusion, resistance and frequently unsuccessful results. The role of regular educators in the mainstreaming process must be clarified and supported within inservice as well as preservice education programs.

While many special educators and administrators have designed and shared programs to help train regular elementary teachers to provide for the needs of the special elementary student, the literature concerning special educational programs for regular secondary teachers appears rather scarce (Kline, 1972;[1] Goodman and Mann, 1976).[2] The specific competencies of special educators who design and implement such programs are barely beginning to surface (Zigmond et.al., 1978).[3]

The framework employed in the program described herein was designed to help teachers develop and broaden positive attitudes and useful skills regarding teaching/learning encounters with secondary students possessing a wide range of abilities and needs.

PROGRAM IMPLEMENTATION STRATEGIES

The implementation design for such educational programming may include weekly on-site seminars collaboratively conducted by university and local school clinical teaching faculty. Various forms of incentives could include university or recertification credit.

One component of the implementation process which is crucial to ultimate success is the availability of the instructors for additional on-site meetings and classroom visits with individual teachers during and after school hours to help integrate learnings and to plan, implement, and evaluate application projects. For continuity the school-based special education consultant-teacher can follow up with the teachers beyond the one or two semester course/seminar timeline. Although these investments may seem great, the effort seems worthwhile since the by-products are essential to our profession. Field-based collaborative inservice programs can serve both to promote realistic and helpful university influence on local educational plans and policies and lead to influence on relevant changes in university teacher training programs.

THE CURRICULUM DESIGN

A model for developing specific special education competencies for regular educators (Mann, 1976)[4] was adapted to provide an overall curriculum design for the scope and sequence of the educational experiences. The design was structured to: enrich teachers' awareness of the wide range of learner characteristics along various continua which are found in regular classrooms; focus and heighten their commitment to the education and development of all students, and extend their repetoire of diagnostic and teaching approaches and strategies both theoretically and in actual practice.

The scope and sequence chart provided a process approach for the teaching/learning including a complete learning cycle which began each new major topic with awareness and sensitivity exercises and concluded the topic with evaluation and dissemination activities. Too often teachers engage in opportunities to gain background knowledge and understanding without prior or concurrent opportunities for essential attitude and sensitivity changes. For knowledge to become part of a person's actual teaching behavior, extended support and guidance in applying this learning in the classroom must be provided; otherwise, frustrating results, leading to unsuccessful experiences and eventual dismissal of the possibilities inherent in what's been learned. Or, teachers may be expected to demonstrate actual changes in teaching behavior in school settings prior to any awareness preparation, knowledge acquisition or guided explorations.

To assure that this inservice educational program was designed to provide all of these opportunities for teachers, each aspect or major topic of the program to be covered was expanded as a learning strand which included these various levels of learning:

Awareness and Sensitivity

Background Knowledge and Understanding

Integration and Guided Exploration

Design and Implementation of Application

Evaluation and Dissemination

Chart 1 describes the five strands developed as the curriculum for this program.

TEACHING STUDENTS WITH SPECIAL NEEDS IN THE SECONDARY CLASSROOM

Topic	Awareness and Sensitivity	Background Knowledge and Understanding	Integration and guided exploration	Design & Implement Application (Product)	Evaluation and Dissemination
Goals of Instruction	Develop a statement of philosophy concerning the necessity of educational goals	State examples of alternative philosophical goals of education	Examine relevant resources for educational goals	Personal Statement Of: 1)Educational/ instructional goals, 2)Specific course teaching objectives 3)Personal/professional teaching objectives	Evaluate Goal Statements
Variance of learner characteristics	State a philosophy which demonstrates personal awareness and concern for each individual student	Define the characteristics and categories of exceptional students; make a statement concerning individual differences and classroom teaching	Expand knowledge and experience base of nature of special needs	Apply knowledge of learning problems to students and school situations	Evaluate your application and state implications for future teaching Research paper to be evaluated
Classroom Teacher role in Mainstreaming	State a philosophical commitment to acceptance of mainstreaming concept and teacher's role	Explain the legal and social background and climate for mainstreaming	Express points of view (debate issues) answer questions "Why am I involved in Mainstreaming?" (Parent) (Teacher)	Apply knowledge to simulated and actual case studies.	Evaluate experiences and share with colleagues or community

Student Assessment & Diagnosis: identification of learning and behavior characteristics in the classroom	Philosophy "Classroom teachers *can* identify behavioral and learning characteristics via observation, informal & formal testing techniques" which are useful for educational planning	Define diagnostic teaching and describe source of data: -background -observation -talk to -written pr. -testing	Relate and Integrate and do assessments (brainstorming) (microteaching) (sharing)	Identify specific learning characteristics student(s) have in your classroom, describe situations and relate to teaching and learning needs	Evaluate experience (with input from others) and evaluate project
Teaching and Learning: -class organization -teaching strategies -materials -curriculum	Philosophical statement "Change is necessary within our classrooms to meet the needs of all learners." and "I would like to realize some changes	Describe relevant techniques to: -organize classroom -adapt/modify materials -evaluate teaching and learning	List sources of help/materials Explore applicability Experiment with alternatives	Apply one or more of these alternatives for Educational Programs	Evaluate experiences and evaluate project

The goals of the Inservice Program were as follows:

1. To assist teachers of secondary students in *exploring and clarifying their attitudes* towards students with varying needs and abilities.
2. To provide secondary teachers with a means of *studying the various continua of abilities and disabilities* in preparation for new mainstreamed students as well as better understanding of students already in their classes.
3. To help teachers *develop skills to be able to provide appropriate instruction* in their classrooms based on a broad range of students' needs.
4. To provide secondary teachers with a means of *sharing their new attitudes and skills* with other teachers and administrators so that they can begin to provide for better instruction for individual students throughout a school system.

Awareness and Sensitivity:

Prior to gaining specific knowledge about assessing and effectively accommodating the broad range of learning and behavior problems of students in their classrooms, teachers need to be able to examine their feelings and reactions to these students. They need to become sensitive to the effects of appropriate and inappropriate educational practices when studying the nature of a student's abilities and disabilities. The practice of labeling students according to disabilities such as "mentally retarded," "emotionally disturbed," "learning disabled," etc. has traditionally alarmed teachers and lowered their expectations of students. Mainstreaming evokes an enormous range of emotions in teachers as well as parents and students. Opportunities for teachers to clarify and accept their role in the instructional program for a handicapped student is needed so that teachers can make a commitment to the need for personal change in teaching style and techniques. Activities such as simulations, role-playing the various people involved in mainstreaming a child (parent, administrator, teacher, child, etc.), values clarification exercises, debates, simulations, and discussions concerning specific placements of case study children etc. seem to be effective in the process of heightening teachers' awareness and sensitivity towards the special needs student and, indeed, all students in the educational system.

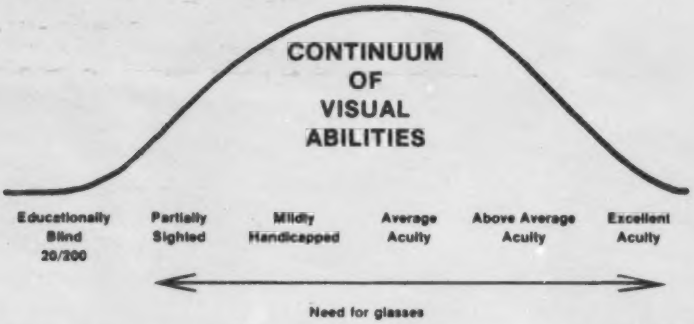
Individual Diagnosis and the Class Picture: Exploring the Various Continua of Abilities and Disabilities

When secondary teachers begin to look at students as having abilities along a continuum of strengths and weaknesses, they become more aware of the range of skills and abilities in their classroom among all their students, rather than focusing on the needs of just one special student. It is a common fear of teachers that mainstreamed special education students will demand an overwhelming amount of their teaching time. When teachers refocus to the needs of many students in their classrooms, new skills and approaches which are traditionally viewed as part of special education become relevant for all students. An example of one continuum will be described here, that of visual abilities. Continua of: hearing, speech and language, learning abilities and styles, and health and physical abilities were also explored in a similar manner as part of the inservice program.

The continuum of vision displays the range of visual abilities from excellent acuity to blindness (Chart 2). The normative curve design of the continuum reminds teachers of the broad range of student needs. It is crucial for teachers to first be aware of symptoms of visual problems and when and how to refer for additional professional help, and second, know how to provide instruction and an appropriate educational environment for students with impaired, adequate or exceptionally functional visual abilities.

CHART 2

BELOW AVERAGE — **ABOVE AVERAGE**



To create an accommodating environment for students with visual weaknesses:	Symptoms to look for in students suspected of impaired vision:	To create an accommodating environment for students with visual strengths:
1. Provide opportunities for oral response rather than written	red eyelids, watery eyes, discharges	Capitalize on student's ability to receive visual input
2. Use a buddy system to help with assignments	crossed eyes	1. Utilize outlines on board or overhead when lecturing or discussing.
3. Begin instruction at the concrete level "learning by doing"	drooping eyelids	2. Write directions and homework assignments on the board when given orally.
4. Use clear copies of handouts	rubbing of eyes	3. Teach students to take advantage of the visual clues while reading maps, pictures, bold headings, etc.
5. Use a primary typewriter for handouts	tendency to lose the place on the page	
6. Be aware of lighting, where you stand when demonstrating, etc.	squinting, blinking frowning when doing far or near work	

When teachers recognize the continua of abilities of students in their classrooms, the next important step is for each teacher to develop a realistic picture of the strengths and weaknesses of individuals in his/her classrooms. One means for a teacher to accomplish this task is to list all of the students in a class vertically along the left side of a chart and then to identify pertinent characteristics of students across the top, horizontal axis. For example, (Chart 3), a history teacher may be interested in students' abilities to: listen during discussions, directions, and films; speak during question-answer periods, small group discussions and oral reports; read textual material, boardwork, special articles; write notes, short answers, essays, research papers; etc. That history teacher may also want to analyze and describe a student's attitude toward history, toward school, toward other people, as well as his interest which might be incorporated into lesson planning.

CHART 3

Students	Listening	Speaking	Reading	Writing	Attitude & Behavior
John Roberts	Pays attention during discussion Listening comprehensive skills very good	Rarely answers questions in groups; dysfluencies noted	Able to read the text adequately— Approx. 8th grade level	Poor handwriting, good ideas and formulation	Likes history esp. interested in American Indians
Mary Silver	Pays attention to directions. Good listening skills	Participates in discussion; excellent oral expression	Slow reader, usually needs more time for understanding	Neat writing; mild spelling problems	Attendance problem; history of school failure; no close friends
Matt Johnson	Asks for directions to be repeated; difficulty with receptive language/listening comprehension	Talks to other students; speech & language skills below average for 9th grade students	Reading problems: at least 3 or more grades below level ($\leq$ 4th grade)	Unable to complete most written assignments	Acting up in class; sensitive, easily frustrated; friendly with teachers

Different parts of this class picture are determined through a variety of methods.

Listening and Speaking. Informal checklists which describe specific behaviors of students for teachers to observe may be one way to study listening and speaking skills. Some background via readings, case studies, tapes and films concerning speech and language development and difficulties is very helpful in enhancing teachers' confidence and skills in informally assessing speech and language of their students. A student survey may be used to determine individual preferences for listening and speaking activities. The teacher may make a tally of which students speak during discussions, how often, and under what conditions. The teacher may check with the parents, school nurse, speech and hearing specialist and individual school records for possible hearing or speech problems.

Reading. A student's ability to see far and near images may be examined by the school nurse, an opthalmologist or optometrist, or informally assessed via teacher observations. The teacher may want to create an informal reading inventory for the basic text book(s) s/he is using to determine which students can or cannot read and learn using the text. The content teachers may want to check with the reading and English teachers to determine a student's reading abilities. Interest inventories related to reading may provide the teacher with information concerning what types of reading materials the students are enjoying and finding success with. The teacher may want to actually use some specific reading tests which assess vocabulary and comprehension abilities of students.

Writing. To analyze students' handwriting, spelling, written language, and composition skills, a teacher may examine students' writing samples. Specific errors and/or patterns of errors can be identified. There are various spelling tests which can be given to identify spelling abilities and levels. A student's ability to copy material from near point and far point is another important skill that a teacher may want to assess.

Attitudes, Interests, and Behavior. Interest inventories and student styles checklists may provide the teacher with information concerning students' feelings about certain classroom activities, assignments, projects, ways of learning material, etc. The teacher may want to make informal tallies of specific behaviors of students which s/he wants to increase or decrease. A personal interview with students may provide more information useful to the teacher in planning.

Diagnostic Teaching: Developing Skills to Provide Appropriate Instruction

After an initial class picture is created and the teacher has developed an enthusiastic attitude toward providing for better instruction for his/her special needs students, the teacher now has a wealth of information from which to plan curriculum, daily lessons, and classroom organization and management. Alternatives become more available to students as teachers apply what they have learned about students' needs and skills to their classroom teaching approaches. Thus, individual students' educational programs become more appropriate to their learning needs and styles. These alternatives can be represented among three categories: teacher preparations, student activities, and evaluation.

Teacher Preparations:

When teachers begin to plan yearly goals and objectives for secondary coursework, they need to determine which objectives are minimum for every student to master. This long-range planning helps the teacher and special needs student(s) to focus on specific curriculum. Often a task analysis of curriculum goals may be necessary to help the teacher prepare effective lesson sequences using smaller learning steps for the slower student. From there, materials and programs can be developed.

In terms of short-range teacher preparations, various alternatives for student learning in terms of input may be necessary. For instance, both oral and written directions may be provided to students who need varied sensory input. The physical environment needs to readily accommodate large, small group, and individual activities. Learning centers can be developed to provide for flexible scheduling and management.

Written materials need to be examined for appropriate reading ability and perhaps modified or supplemented with alternative means for teaching a special needs student. The teacher may tape specific reading selections or re-write materials into lower-level reading formats. Commercial materials, such as audio-visual aides may need to be included to provide the student with a more varied array of learning resources to best capitalize on his learning strengths and styles.

Student Learning Activities:

Once the curriculum is determined, the room and schedule is arranged and the materials available, the teacher needs to establish a management system for classroom activities. Each

period can be structured such that students can proceed quickly and efficiently through their learning situations. The quantity and quality of student output needs to be clearly specified so that students are able to moye in the environment and accomplish tasks. Alternative tasks which take into account a student's preferred mode of learning, such as visual, auditory, multi-sensory, active/passive, concrete/functional grouping (small group, paired), need to be made available for student choice.

The management system may need to include further personnel to be effective including community volunteers, teacher aides, peer tutors, or college interns. Teachers should be familiar with other special education resources which can be solicited for use or consultation when students with very specialized needs appear in the classroom.

Evaluation:

Evaluation systems and approaches can be chosen to aptly serve the goals of education and student abilities and skills. For instance, secondary teachers can explore a variety of alternatives within and aside from traditional tests for students. Options for students with specific written language difficulties may include oral or visual imagery modes of demonstrating knowledge acquisition and integration.

Alternatives for assessing applied learnings can be included, such as simulations and out-of-class applications. Charting, graphing and narrative procedures for continuous monitoring of student progress may be used in conjunction with pre-post measures, self-evaluation techniques and observational data. In addition, the importance of effective as well as cognitive learning and progress implies evaluation strategies to assess both areas.

Evaluation and Dissemination: Examining and Sharing New Attitudes and Skills

Participating secondary teachers should be encouraged to examine what they've learned and what they would like to do to expand their knowledge, skills and experience applying special educational perspectives to secondary classrooms. In this way an enthusiasm can be harnessed and spread among teachers and administrators and the total impact of such endeavors can be broadened and strengthened. If teachers are learning helpful and exciting alternative approaches and strategies, they will want to use them more, learn more and share them with other teaching professionals, parents and students. Formal and informal modes

for dissemination of these ideas and skills should be carefully provided as part of any inservice program in this realm. Such broad-based continuing educational programs tend to have impact throughout the school system and particularly at the previously neglected secondary level where the mainstreaming education trend must permeate soon if we are to provide a free, appropriate education for *all* of today's youth.

In summary, a design for inservice educational process and content to facilitate teachers' application of special educational perspectives and techniques in regular secondary classrooms has been presented herein. Its emphasis rests with the potentially useful applicability of certain diagnostic teaching and organization of learning strategies to all students. Indeed, the notion of vast distinctions between special and general education is readily becoming obscure in the dawn of the mainstreaming trend (Hasazi and York, 1977).[5] All professional educators must learn to work cooperatively, sharing in the provision of an appropriate education for all students, integrating the multiplicity of existing knowledge and resources. Well-designed opportunities for secondary teachers to learn the nature of their role and develop the essential competencies must be provided to ensure effective operationalization of our society's plan to provide an appropriate education for all students, including those with special needs.

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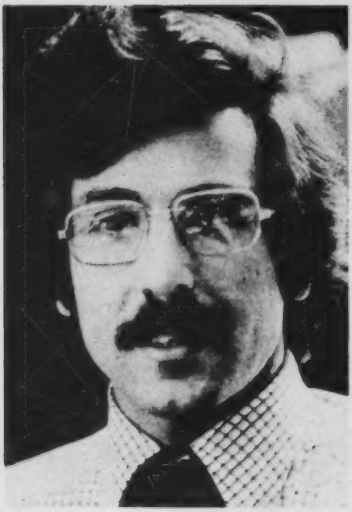

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The Mini Course: An Alternative Approach To Inservice Education

Drs. Ray Glass, James Christiansen and Jeanne Christiansen

The teachers wanted to make sure the inservice program would make a significant impact on their teaching skills, not simply on their knowledge and awareness.

The recent advent of state and federal mandates to provide equal educational opportunity for handicapped children has created an awesome challenge for educators. Handicapped students who have been taught in special classrooms will now receive some or all of their instruction in regular classrooms. Other students who have been in regular classrooms all along will need careful review and monitoring to make certain that their regular class placement provides an appropriate educational program. While this state and federal legislation has been targeted towards the improvement of instruction for handicapped children, it has made a profound impact on the role and function of the regular elementary and secondary classroom teacher. Nearly overnight, teachers have been required to assume a new area of responsibility and competence; meeting the diverse educational and social-emotional needs of students with mild to moderate handicapping conditions.

Compliance with the spirit of new special education laws raises an urgent problem for those concerned with staff development and inservice education; how to deliver training in special education to large numbers of regular classroom teachers. This chapter describes one approach to the problem of developing and implementing an inservice education program to better prepare the regular classroom teacher to meet the needs of handicapped learners.

NEEDED: A NEW APPROACH TO INSERVICE EDUCATION

The delivery of inservice training in special education is both demanding and complex. Such training throughout the United States is typically equated with moving people to universities for late afternoon or evening courses. In rural states such as Maine, long distances and extreme weather conditions make routine travel to the university an impractical proposition. Where access is not a problem, the absence of appropriate courses and trained instructors is apparent. Clearly there is a need for alternative models to inservice education.

In the Spring of 1974, several faculty members in the division of special education at the University of Maine at Farmington began to explore strategies for delivering inservice training in special education techniques for the regular classroom teacher. Working with a group of teachers and administrators who had requested an on-site inservice training program, several important concerns emerged. These concerns revealed dissatisfaction with existing forms of inservice education. Perhaps the greatest concern of the teachers was their critical need for strategies and techniques to help them cope with everyday behavior and learning problems. This need was measured against an acute awareness that many university courses tend to focus on abstractions not always capable of being translated into teaching behavior. Thus, the teachers wanted to make sure the inservice training program would make a significant impact on their teaching skill, not simply on their knowledge or awareness.

In searching for possible formats to meet the challenge of delivering skill or mastery oriented inservice training, several approaches were dismissed quite early in our planning. Entire fifteen week courses were out of the question because few faculty members were willing to commit themselves to driving to a distant location on a steady basis. Some teachers were reluctant to take fifteen week courses because they had expressed concerns about the redundancy they had experienced with previous education courses. They seemed almost adamant in their belief that one has to sit through ten uninteresting or repetitive sessions to experience three or four personaliy meaningful classes.

Television courses were also considered. This possibility was eliminated because the teachers and administrators felt that such instruction would not meet their needs. They wanted to

exchange ideas, share problems, and receive feedback rather than simply acquire basic information. It appeared that, like so many of us, these teachers were searching for confirmation of themselves as valued and competent individuals.

The one-shot workshop was the last of the easily dismissed options. Variously known as "song and dances" or "dog and pony shows" amongst teacher educators, these formats are notorious for their inability to produce change. If a leader earnestly teaches the participant a skill, there is no time for the much needed follow-up to help insure the application of the new skill. The presentation ends, the guest speaker goes home, and there is typically little or no impact on teacher behavior.

When the bulk of the informal analysis was concluded, it appeared that an inservice education program that could meet the following conditions was needed:

1. *The program had to be highly mobile.* It had to be capable of being delivered to various remote locations throughout Maine by university faculty members.
2. *The program had to be mastery or competency oriented.* It had to help teachers develop very specific skills that could be demonstrated in their teaching behavior.
3. *The program had to be financially self-supporting.* University personnel were leary of securing grant monies for the purpose of delivering free training since such monies eventually run out.
4. *The program had to be replicable.* The inservice program had to be capable of being delivered by a range of university training personnel, not just one or two people who "owned" a particular segment of the training program.

The next section describes the development of an inservice education program based on the four conditions described above.

INSERVICE: DEVELOPMENT OF A MODEL

Our response, as university faculty, to the four design and development conditions was to create a series of one-credit courses which were to be developed and field tested during the 1974-75 academic year. The topics from these mini-courses came from an informal needs assessment conducted with our

original group of teachers and administrators. Several special education faculty members from the University of Maine at Farmington were subsequently asked to design one-credit courses in response to the articulated needs. A brief catalog description of each mini-course appears in Table 1.

TABLE 1
Catalog Description of Mini-Courses

SE 2101: *Introduction to Special Education and the Concept of Mainstreaming:* This one-credit course is designed to familiarize the classroom teacher with Maine's Mandatory Special Education Law. Emphasis will be placed on an overview of the needs of mildly handicapped children as well as some of the responsibilities of the regular classroom teacher in the Mainstreaming Process.

SE 2102: *Diagnosis and Evaluation of Learning Difficulties:* Participants will review selected tests in the areas of reading, math, and language that may provide the classroom teacher with diagnostic information needed to design individualized classroom programs for children who experience learning difficulties. Participants will be expected to administer selected diagnostic instruments to one or two children in their classrooms.

SE 2103: *Managing Disturbed, Disruptive Behavior:* Participants will review specific procedures designed to help the classroom teacher reduce specific pupil misbehavior and increase positive behavior in the classroom. Emphasis will be placed on utilizing a variety of reward and contracting programs in the regular classroom and in conjunction with parents. Participants will be expected to apply techniques in their classrooms.

SE 2104: *Remediation of Learning Difficulties:* Participants will review specialized programs that may be designed by the classroom teacher for students with specific difficulties in reading, language, and math. Teachers will be expected to apply specific techniques and procedures in their classrooms. Participants should have taken SE 2102 or an equivalent experience in diagnosing/assessing learning difficulties prior to enrolling in this course.

SE 2105: *Language Development for Elementary Children:* Participants will review selected procedure for stimulating language development of young elementary children. Emphasis will be placed on methods and procedures that the regular classroom teacher can apply in grades K-4.

SE 2106: *Affective and Mental Health Education in the Regular Classroom:* Participants will review selected mental health education programs such as "Inside-Out", and the Human Development (Magic Circle) Program. Participants will focus on the relationship process and ways to enhance pupil self-esteem. Participants will be expected to design informal mental health education approaches and apply them in their classroom teaching.

SE 2107: *Task Analysis: Analyzing Instruction for Special Needs Children in the Regular Classroom:* Participants will be provided with instruction in the process of task analysis and an opportunity to practice that skill. The application of the process to classroom instruction will be discussed.

SE 2108: *Instructional Design: Developing Instruction for Special Needs Children in the Regular Classroom:* Participants will be involved with instructional design processes which lead to development of classroom instruction and materials.

Each mini-course was designed as a three-stage learning experience. Stage one is an independent reading stage. A package of readings is mailed out to each course registrant with the expectation that the readings be completed prior to the first class meeting. The second stage consists of eight hours of classroom instruction where information is reviewed and skills developed. The final stage is an application experience in which each participant is required to implement a particular technique or skill in his classroom and then describe the effects of the intervention on a child's classroom behavior.

The three stage design facilitates maximum exportability and mobility, thus meeting our first important condition. For example, mini-courses can be offered at locations more than two hundred and fifty miles from the university. In these cases readings are mailed out about two weeks in advance of the first class meeting. The eight hour instructional stage is presented in a full day or a day and a half session with the case study or application phase occurring in the subsequent weeks. In areas closer to the university, the instructional stage is offered in more traditional ways, usually four week-nights spread over a one month or six week period with classes meeting two hours per session. Such flexible time arrangements are attractive to faculty members who can offer several mini-courses during the semester in addition to their full-time teaching duties.

The requirement of a case study or an application project as the final stage of the mini-course fulfills the second design condition—a competency or mastery orientation. For example, the mini-course entitled "Managing Disturbed and Disruptive Behavior" requires participants to select at least one "difficult" child from their classroom and conduct a behavior change project. Participants are assisted in designing their behavior change project during the instructional stage. Then they are required to conduct their project for ten successive school days,

keeping careful observational notes and submitting a final report. Participants are encouraged to call the instructor using the university's WATs line should they need technical assistance in completing their project. Successful completion of the case study indicates that the participant has accomplished mastery of the course content and, therefore, a basic level of competency.

The mini-courses are taken for university credit. Tuition from the participants makes the inservice program self-supporting, thus meeting the third design condition. Teachers typically use the one or more credits they receive for recertification purposes. In a limited number of cases they apply their credit to a graduate program, pending advisor approval. Teachers either pay tuition directly to the university or the sponsoring school district pays a fee that covers the cost of the faculty salary plus transportation. To date, over 500 teachers in Maine have taken one or more of the mini-courses.

The mini-courses have been offered over two years and each course has been presented several times. Evaluation information indicates that the courses are perceived as helpful by classroom teachers and enable them to improve their instruction for children with learning and behavioral difficulties. This evaluative information was obtained through teacher ratings solicited several weeks after the completion of each mini-course and by examination of the case study reports completed by each teacher. Interpreting this preliminary data as a confirmation of the mini-course concept, work on the final phase of the project was recently initiated. The goal of this phase is to make each mini-course replicable or easily useable by other inservice educators with special education backgrounds. Since the process of achieving replicability is somewhat detailed, it will be discussed in a separate section to follow. Before moving to this section, however, it may be instructive to share several problems encountered in the short history of this project.

SOME PROBLEMS ALONG THE WAY

A modest controversy related to the question of assigning university credit to each course arose early in the development of the mini-courses. Newly developed courses must typically be approved by a chain of committees before the course can be offered. A major role of these committees is to make certain that

the course activities, including the number of direct instructional hours, fall within specified guidelines. Needless to say, it was difficult to persuade some of our colleagues that the mini-courses, which had only eight hours of direct instructional time, were worthy of one credit. Fortunately a carefully detailed description of the case study requirements convinced most members that these requirements compensated for the abbreviated instructional hours. The courses were initially approved on an experimental basis and now receive full status as part of the curriculum offered by the Department of Special Education.

Other problems have not been quite so ephemeral. Some teachers feel bound by the three-credit system and express both confusion and reluctance regarding the value of a one-credit course. Although at least three different mini-courses are usually offered at each inservice location within the period of an academic year, some teachers do not equate three one-credit courses with one three credit course. No doubt, some teachers do not enroll in the mini-courses because of this perception. Other teachers are not at all interested in credit and merely wish to take a mini-course to sharpen their understanding of a particular topic. Some of these teachers have resisted the third stage or case study aspect of the mini-course claiming that they merely want exposure to an idea or concept without making a commitment to trying out a new skill in their teaching behavior. Since the application phase is such an integral part of the mini-course concept, instructors have resisted requests to omit the case study or do alternate projects that do not involve application of skills. This conflict has lead to a slightly higher ratio of incompletes than in our more traditional course offerings.

Finally, the question of evaluation remains to be considered. Although the preliminary data indicates that teachers make positive changes in their classrooms, it is difficult to determine whether these changes are short-lived or become part of the teacher's repertoire of skills. An assessment of the longer term impact of the mini-courses needs to be conducted.

REPLICABILITY: A SYSTEM FOR PACKAGING MINI-COURSE INSTRUCTION

Much of the success of the mini-courses has been attributed to their exportability. As mentioned previously, the courses have

been structured and delivered in non-traditional manners due both to the nature of the courses and the rural characteristics of Maine. The mini-courses can be taught by personnel trained in special education, so several instructors may present any mini-course on different occasions. This increases the flexibility of the mini-courses as they are not dependent upon a single instructor. At the same time, however, this flexibility creates a need for development of a system for packaging the content to be presented in each mini-course.

Although many faculty have the skills to teach the mini-courses, there are different philosophical and instructional approaches to presenting the content of any given mini-course. To maintain replicability across instructors, a system was developed to insure the inclusion of standard content in each existing mini-course. The author of the instructional package was either the original developer of the mini-course or, in some cases, another faculty member with expertise in the topic and skills covered by the mini-course.

Development of the mini-course packages was relatively easy since pre-established objectives already existed for each mini-course. Each mini-course also resulted in a case study which encouraged participants to apply specific skills and techniques presented during instruction to their own specific setting. The objectives and case studies provided the structure for the packages. The next section details the format around which the individual packages have been designed.

The actual packaging system for the mini-courses contains four major components. The *Introduction* is an advance organizer for the instructor of the course. Following is an outline of the *Presentation* of the content. Since practical application is of primary concern, the *Case Study* section describes in detail the requirements of the case study. Finally, an *Appendix* is included which contains a copy of all materials needed for the course. The total package, then, is a complete unit of instruction containing all information needed by the instructor.

The package itself is organized in an outline form with each major heading broken into several sub-headings. This constitutes the organizational characteristics of the package. A brief description of each section follows.

Introduction. The introduction provides the instructor with an overview of the course and the contents of the package. The overview of the course includes two major areas: (1) a descrip-

tion of the mini-course, and (2) a list of the objectives to be met in the course. The contents of the package, excluding the actual presentation, are listed in detail in the introduction with copies of listed materials appearing in the appendices. The listing includes such things as readings to be completed by the participants and/or by the instructor for background, copies of all handouts, and any teaching aids needed to conduct the course. A sample outline of the introduction appears in Table 2.

The listings under each secondary heading vary from mini-course to mini-course; additional secondary headings are included as needed.

Presentation. The introduction is followed by an outline of the actual presentation. The outline is designed to give any instructor a step-by-step sequence of instruction to follow. This outline has several important features. Each new topic is given a secondary level heading. The topic is clearly defined by title and the suggested mode of presentation is specified. This might include such instructional approaches as role playing, simulation, lecture, discussion, paper and pencil activity, and quiz. The approximate amount of time to be devoted to the topic is also listed. Following this is a detailed step-by-step description of content and activities to be taught relative to the listed topic. When media and handouts are to be used, they are noted on the outline. An example of a format for outlining the presentation section is shown in Table 3.

TABLE 2
Sample Introduction: Task Analysis Mini-course

I. *Introduction*
   A. *Overview:* The mini-course on task analysis is designed to pro- the participant with information on the process of task analysis. In addition, that process will be applied to academic tasks, giving participants an opportunity to utilize the process in a structured setting.
   B. *Specific Objectives:* There are five terminal objectives for this mini-course. They are:
      1. The participant lists and describes the steps in the task analysis process.
      2. The participant analyzes tasks which represent motor skills, basic academic skills, and units of instruction.
      3. The participant sequences component steps in task analyses.
      4. The participant lists the areas for critique in a task analysis and critiques some examples.
      5. The participants analyzes an academic skill of his/her own selection.

C. *Readings:* (See Appendix A)*
   1. Frank, A. R. Breaking down learning tasks: a sequence approach. *Teaching Exceptional Children,* Fall, 1973, *6*(1), 16-19.
   2. Hannum, W. Toward a framework for task analysis. *Educational Technology,* 1974, *14*(2) 57-58.
   3. Thiagarajan, S., Semmel, D., and Semmel, M. *Instructional development for training teachers of exceptional children: A sourcebook* (chap. 4). Bloomington, Indiana: Indiana University, 1974.

D. *Handouts* (See Appendix B)*
   1. Course syllabus
   2. Sample task analyses
   3. Self check quiz
   4. Sequencing exercise
   5. Format exercise
   6. How to critique a task analysis
   7. Case study assignment

E. *Teaching Aids*
   1. Overhead projector
   2. Transparencies (See Appendix C)*
   3. Chalkboard

**These appear in the mini-course package, but not in the text of this book.*

TABLE 3
Sample Presentation: Task Analysis Mini-Course

II. *Presentation*
   A. *Introduction*
      1. Introduction of staff and opening comments.
      2. Distribute and explain course syllabus.
      3. Describe major content of each session(s).

   B. *Topic:* "Defining Task Analysis" (Lecture—about 15 min.)
      1. Show transparency #1

         Task analysis is:
         breaking a task or skill into
         its component parts.

         The *process* may be initiated by:
         listing steps necessary to
         learn a skill or task.

      2. Discuss definition of task analysis.
      3. Discuss the idea of a process and its resultant product.

   C. *Topic:* "Analyzing Tasks" (Simulation—about 85 min.)
      1. Discuss purpose of simulation.
         1.1 Begin using process.
         1.2 Apply process to different types of skills or tasks.
      2. Divide class into groups of 3 to 4.

3. Have participants analyze a motor skill. (Allow about 30 min.)
   3.1 Assign buttoning a button. (Alternative activities might include zipping a zipper, buckling a belt, skipping, although only an example of buttoning is included in the mini-course appendices.)
4. (Continued in actual document).

The entire presentation section is listed under Roman Numeral II, with each topic becoming a secondary level heading (e.g. A, B, C, etc.). The presentation section is detailed to the extent that it allows an individual with special education background to present the mini-course with little or no preparation beyond familiarization with the content of the instructional package. The presentation section leads directly into the third major heading which is the case study.

Case Study. The case study is one of the focal points of the entire mini-course. As mentioned earlier, it encourages mini-course participants to utilize skills which are presented during the instructional portion of the course. The type of activity varies, depending upon the mini-course. Some examples of case studies which have been used include behavior change programs, administrating, scoring, and interpreting test results; designing and implementing remedial lessons; and task analyzing a limited subject area. The outline for this component of the instructional package relies upon (1) stating the requirements of the case study, and (2) providing a session to facilitate the selection of case study projects and to answer questions and concerns related to the projects. The entire section may be outlined as shown in Table 4.

TABLE 4
Sample Case Study: Task Analysis Mini-Course

III. *Case Study*
   A. *Topic:* "Case Study Assignment" (Presentation—about 20 min.)
      1. Distribute case study handout.
      2. Describe each component and the criteria for each.
      3. Specify the due date for submission.
   B. *Topic:* "Work Session" (Individual problem solving session—about 30 min.)
      1. Select case study projects.
      2. Discuss guidelines and helpful hints.
      3. Begin task analysis of selected area.
      4. Approve task analyses and beginning steps taken on each project.

Appendix. The final section of the instructional package is the appendix. This section is crucial to the replicability of the mini-course. The appendix includes one copy of each of the following: readings, handouts, teaching aids, case study requirements, etc. Media, such as transparencies, are handled by including a black and white copy which can be produced when needed. The appendix is broken into sections which correspond with most of the secondary headings used in the introduction.

The final package, then, consists of four detailed, self-contained sections which, when followed, yield instructional consistency across various instructors. These instructors can then provide inservice training to regular classroom teachers in carefully defined skills which should lead to the provision of more appropriate instruction to the exceptional learner in the regular classroom.

TEACHER CORPS AND MINI-COURSES: TOWARDS CONTINUING DEVELOPMENT

Although Teacher Corps is not the parent of the mini-course project, it is emerging as a significant force in the growth and refinement of the mini-course model as a response to rural based inservice education. The University of Maine at Farmington and the Greenville Public Schools are partners in a rural based Teacher Corps Project. With Greenville located ninety miles from the Farmington Campus, some problems have been identified with delivering formal training to interns and their inservice partners. The challenge provided by this project affords an excellent opportunity to test and expand the mini-course model. Several of these opportunities are discussed in this section.

One major advantage of linking the Teacher Corps is the availability of a stable site to examine some of the longer term effects of the mini-courses. While the great variety of training opportunities occurring at the Greenville site will no doubt make it difficult to assess the effects of the mini-courses, it will be possible to determine whether teachers use their newly acquired skills one or two years after the delivery of a mini-course. Also, it is anticipated that a long term association with teachers and interns will result in a relationship where they actively participate in the formative evaluation and development process. Should this active participation take place, it will be possible to further refine mini-course packages and delivery systems.

A second benefit is the expansion of the mini-course development into departments outside of special education. Development of mini-courses in psychology, science, reading, and math education is being carried out by UMF Instructors who are working with the Teacher Corps Project. The involvement of Teacher Corps, will, then, result in the university being able to offer a broader range of training to rural school districts. The broad institutionalization of the mini-course model through Teacher Corps will likely have a significant impact on teacher training in the years to come.

Finally, we are beginning to plan for ways that mini-courses might be delivered by non-university faculty. As each mini-course beccmes packaged the likelihood of its adoption by other inservice educators increases. On the horizon is the possibility of developing a program that trains selected interns, inservice teachers or other public school agents to deliver the mini-courses in their respective school districts. This type of delivery procedure would be compatible with emerging trends in local staff development efforts.

SUMMARY

Some problems associated with traditional inservice training have been discussed. Such factors as time involvement required for traditional courses, shortage of trained instructors and the lack of a practical orientation are problems which may also affect the success of inservice training in other rural Teacher Corps Projects. And, while there are likely no cure-all solutions to such problems, mini-course development and delivery may be one way of providing better training at Teacher Corps sites.

The mini-course model, as developed at the University of Maine at Farmington is more than the dividing of a traditional course into pieces. Rather, there are several features that make these courses a useful option in planning inservice education. Among these are:

1. The courses are exportable and replicable. They must be used by a variety of individuals trained in special education with a minimum of planning and preparation.

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2. The course content is related to everyday problems faced by classroom teachers.
3. The courses are competency oriented and have a practicum component thus helping to insure application of skills.
4. The courses are self-supporting, an important consideration in planning for training after a project has ended or in the absence of federal monies.

Various institutional issues related to the development and implementation of the mini-courses have been discussed. The initial reluctance of the institution to view the mini-course as worthy of one credit illustrates confusion over, if not resistance to seeking new ways of providing field based training. Helping teachers to think beyond the concept of three-credit course offerings is also important.

The implications of continued mini-course development with Teacher Corps as a major partner are exciting. Not only do we look towards the development of new mini-courses but the possibility of examining new delivery vehicles such as the training of selected Teacher Corps personnel and graduates in the delivery of mini-courses.

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A Non-Special Education Child Study Team:

A Job Embedded Inservice Training Project

Dr. Walter Harris

This inservice effort focused on a small number of teachers for a long period of time.

The advent of PL 94-142 and the concepts of mainstreaming and least restricted alternative have prompted increased emphasis on inservice training. Specifically, classroom teachers are being asked to provide instruction to children previously considered the responsibility of special education teachers and specialists. Unfortunately, the history of inservice training efforts is not a positive one, particularly at the junior high and secondary levels. It seems clear that inservice training directed at increasing teachers' skills and knowledge related to mildly and moderately handicapped children is destined to fail if traditional models are used.

The inservice project described below has effectively provided intensive training to junior high school teachers related to the philosophy and techniques of mainstreaming; identified students in need of program modification; improved the learning rate and in-school behavior of target students; and established a process of referral, planning, implementation, and evaluation which will continue beyond the tenure of this project.

PROJECT INITIATION

The Child Study Team (CST) evolved from the Exceptional Child Component of a Teacher Corps Youth Advocacy Project

which funded a university professor (½ time) and provided graduate course credits to seven junior high school teachers representing a variety of academic disciplines. This group began meeting once each week in September of 1976 with the long term goal of providing more effective educational programs to mildly handicapped students in regular classrooms. In this early stage, the procedure envisioned for accomplishing this goal was for each participant to acquire skills in assessment and programming for exceptional children through on-site graduate course work. It quickly became apparent, however, that the group had a much more complex task requiring more than skill and knowledge enhancement.

Providing individualized, supportive programs to students with learning and adjustment problems in a traditional junior high school can be difficult for many reasons. Among the obstacles identified by participants were: lack of communication among academic departments, a large daily instructional load, minimal planning time, few instructional specialists, and lack of knowledge about alternative instructional strategies and materials. These obstacles and a professional commitment to avoid stigmatizing labels and special programs which segregate students from their peers led to the conception and planning of the non-special education child study team. This team of specially trained classroom teachers would eventually provide assistance to fellow teachers concerned about the atypical learning or social behavior of particular students. This assistance would, in fact, multiply the effect of the initial training and yield specific benefits to students referred.

CST TRAINING: AN INSERVICE CURRICULUM OUTLINE

Fall Semester 1976

First semester studies sought answers to the following questions: 1) Why do some junior high school students learn and/or behave in significantly different ways? 2) What are the legal obligations of the public schools to these children? 3) What services are available to these children in school and in community?

Readings and discussions which focused on behavioral, psychodynamic, biophysical and sociological causes of learning and behavioral differences characterized the first weeks of this

semester. This was undoubtedly the most didactic portion of the project yet was critical to training, since a common belief of most CST members was that poor child-rearing practices were the basic cause of all atypical behavior.

An examination of federal and state regulations pertaining to education and special education was a second valuable activity of the first semester. Of particular interest to CST members were the concepts of mainstreaming and least restricted alternative. In this rural community most children with mild and moderate learning and behavior problems had never been segregated from the mainstream. However, the ability of the regular education program to meet the needs of these children was seriously questioned.

Finally, CST members were asked to examine the supportive services available in the school and local community. This information was compared to an ideal continuum of services. An important conclusion of the team was that, short of referral for special education placement or the limited services of guidance and remedial reading, no program existed which would provide in-classroom, non-stigmatizing support to children with learning and behavior problems.

Spring Semester 1977

The second semester CST study activities focused on the following questions: 1) Which students demonstrate atypical learning and/or behavior patterns? 2) How might observation skills be used to provide educationally relevant assessment data?

The semester began with an examination of screening instruments which might be used to identify children with potential learning and adjustment problems. An instrument was selected which required that each child be rated independently by one or more teachers. In the departmental structure of this junior high school each student had six different teachers. Therefore, which teachers and how many teachers should rate each child became problems which were confronted and resolved by CST members.

As a result each of the 600 students was screened by at least three teachers. Initially, the screening effort was announced by the building principal, which established the credibility of the task. Each CST member assumed an informational and coordination responsibility which included distributing, explaining, collecting and collating the data from three to five fellow

teachers. The initial screening data, including data from the four sixth grades in local feeder schools, were collected within a three week period.

Data collection and organization continued during the school day, however, after school training sessions continued on a weekly basis. In anticipation of the need for additional information about students "screened-in" as demonstrating potential learning and adjustment problems, the weekly training sessions provided demonstration and practice in observation techniques and informal assessment strategies.

Fall Semester 1977

The CST reconvened in the fall with the basic membership unchanged. The tasks at hand were to answer the following questions: 1) Which of the screened-in students demonstrate learning or behavioral handicaps serious enough to warrant intervention? 2) What kinds of interventions are possible in the classroom(s) in which learning and/or adjustment problems exist? 3) What process can be established which will insure that students demonstrating such problems will receive the consideration of the child study team?

The gross screening data revealed that approximately 30% of the school population was in need of a closer examination. Cumulative file records were collected and examined to gain a historical perspective on students currently screened in. Teacher interviews were also conducted during the school day by CST members. Students who were screened-in, had failed two or more academic subjects during the past school year, had two or more poor conduct grades, and whose teachers were currently concerned were considered target students by the CST.

While the identification of target students continued during the school day, weekly training sessions focused on program modification strategies. These strategies included the use of reinforcement techniques, token economics, and time-out procedures. Additionally, techniques for establishing baseline learning rates and measuring progress in a curriculum in which a student was failing were examined.

In order to learn the practical application of these techniques the CST began functioning as a teacher-student support service during this semester. Target students were selected, baseline data established and the teachers of the target child were requested to attend an after-school meeting with CST members.

At this meeting a CST member would be specified as chairperson. Specific problem areas would be discussed, goals established and strategies developed. Frequently, strategies differed among the teachers of the target student, yet each was designed to meet the same goal. While CST members usually generated potential strategies, a university instructor was available to contribute suggestions. A typical example of this process is the case of Brad.

Brad was identified in the screening process as a target student. His eighth grade teachers rated him as highly distractable, frequently off task, and constantly disruptive.

Prior to meeting with Brad's teachers a CST member was designated as Brad's advocate. The advocate observed Brad in five different class sessions during the week prior to a conference about Brad's program. These observations were summarized and presented during a discussion about Brad in which two of his four teachers, CST members and a university instructor were present. The problems Brad was presenting were specified as follows:

1. Brad is ten times more noisy (verbally) than his classroom peers.
2. Brad is off task fifteen times more than his classroom peers.

Several strategies for reducing Brad's inappropriate verbal behavior and increasing his task oriented behavior were discussed. Finally it was decided that one teacher would engage Brad in self-charting his on-task behavior and use praise for apparent increases. Another teacher would reward specific task completion with the opportunity to play chess with him during study-hall. A follow-up date of three weeks was established.

Observations were repeated during the week prior to follow-up by the CST advocate. Brad was now no noisier than his classroom peers, and off task only slightly more frequently (.5) than his classroom peers. It was decided to continue this program without further modification for another three week period.

The CST is able to consider one case such as Brad's each week and at present has considered about fifteen cases with generally favorable results. In order to institutionalize this process a set of guidelines has been developed and is described below.

Child Study Team Guidelines

1. The CST will receive referrals from teachers and other school personnel. The results of systematic screening will provide automatic referral to the CST.
2. A CST member will be randomly assigned to each referral. This person (advocate) is responsible for gathering initial baseline data, scheduling a CST meeting with the teachers of the referred student, acting as a chairperson of that meeting, keeping a record of decisions made, and collecting and reporting follow-up data.
3. All CST members and teachers of the target student will review and discuss essential data and make recommendations which are realistic to the teaching styles of the teachers involved. These recommendations will be formulated into a plan which has the consensus of the entire group.
4. All CST plans will be forwarded to the building principal for approval.
5. When the coordinated efforts of the CST members and teachers of the target student fail to bring about anticipated changes, referral will be made for special education services through the district Pupil Evaluation Team.

SUMMARY AND CONCLUSIONS

The CST is currently implementing the design described above. The team, to a marked extent, has reduced the discrepancy between teacher's desire and their ability to provide effective instruction to junior high school students who were failing to meet academic and behavioral standards.

The problems in implementing the CST design described above are those which accompany most field based training programs. Scheduling time for meetings and doing observations during the school day were frequent problems.

Another problem which is probably unique to the creation of a previously non-existent service was the institutionalization of the process. In this project approval was given by the school administration, however, they were not actively incorporated in the process. The change-over, therefore, from a training activity to a

service activity was a difficult one. At least one member of the school administration should be encouraged to attend CST meetings.

These problems, however, were far outweighed by the benefits. Progress is obvious in data which represents more appropriate classroom behavior and increased learning rates in target students. Essentially, these improvements were generated by providing a structure in which teachers could constructively discuss the learning and behavior problems of their students, and plan for remediation.

Unlike other inservice projects directed at the same end, the CST effort focuses on a small number of teachers for a long period of time. The nature of the primary objectives, problem identification and more effective instruction, requires the involvement of both CST members and teachers of target students. The generation of a remedial plan and follow-up activities give the initial training a multiplier effect.

The training of the CST was in a traditional one afternoon per week on-site graduate course. However, the content and ultimate value of learning was directly related to the daily concerns of the participants. While the instructor provided initial structure, the participants designed a service model which would use their learning in a most impactful way. An important conclusion of this project is the high value, viability, and measurable effectiveness of the CST model in providing inservice related to mainstreaming at the junior high level.

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Orientation To Exceptional Children Through Placement Committee Activity

Paul V. Sherlock and Leo Dolan

There was a need to profile learning and behavior characteristics of the special and regular class children to be matched.

The Teacher Corps development of an "Exceptional Child Component" appears to be an appropriate new dimension of Teacher Corps activity, a rather logical extension of its original interests. It is obvious that there are similarities in needs, if not in origins, of the educational disabilities of the poor and the mildly handicapped.

Children with special needs are the concern of the educational establishment today with the advent of P.L. 94-142 while the disadvantaged are receiving new focus in the FY '79 Presidential budget. There is much excitement and potential in these movements which represent a recognition of special needs heretofore unknown in American education. At the same time, there are many difficulties to be faced in these years of renewed commitment to the handicapped and disadvantaged. Many of these difficulties have their roots in the history of education over the past three decades.

The large body of public educators teaching and administering the schools today were introduced to education in the fifties and sixties. These were expansion years, years of overcrowding, double sessions, bond issues and subsequent planning and building new schools. They were post-Sputnik years which were influenced by the National Defense Education Act, the first massive federal funding of public education, with emphasis on the sciences, mathematics and guidance programs to direct youngsters toward careers designed to insure our victory in the race to space. On the heels of this great federal

effort the Elementary and Secondary Education Act of 1963 witnessed emphasis on the disadvantaged to assist in compensating for variance in background by reason of poverty or cultural differences. Three years later Title VI was added to ESEA representing the first major federal effort in public education on behalf of the handicapped.

These expansion years created s[illegible]ures on school systems that they became easy prey for a[illegible]ment and movements of convenience. For example, entry skill requirements for elementary school teachers did not include specific background in the teaching of reading or arithmetic. Simultaneously, teacher education softened its emphasis on pedagogy while teacher colleges and schools of education sought their respectability in developing alliance with liberal studies faculties. This bode well for the able, motivated and advantaged consumers of the schools. There remains little doubt that educators at all levels delivered for that segment of the school population.

However, these same years were the years of entry, hope and expectation of the handicapped and the disadvantaged. The same educators remained psychologically, socially, logistically and technically unprepared to provide for this segment of the population. In a real sense, there were the conditions which spawned the Teacher Corps, its Exceptional Child Component and the inservice requirements of P.L. 94-142.

Those decades saw the evolution of special education and ever increasing numbers of special schools and classes. The assumption of the time was that if children weren't learning in regular classes, placement in another setting would be appropriate. This arrangement represented, for the most part, the development of an alternate school program, an affixation to education that was not generally understood or even accepted. In many ways, special education was "sold" on a relief philosophy which encouraged the use of separate, segregated facilities (abandoned schools and basement classrooms, places that were no longer acceptable for regular children or teachers) tending only to reinforce the notion that somehow these children were so different that they were of less importance.

It followed that myths would develop around handicapped children and their teachers. It also followed that even children who had no obvious handicap but failed to learn or behave according to standard would be categorized as handicapped, referred to the program and be separated from the mainstream of

educational activity. The advent of P.L. 94-142 and one of its feature provisions—the mandate for education in the "least restrictive" environment—has created an urgency for the reordering of these practices. After all, the practices were patterned on the impression that the handicapped and the non-handicapped are really different and that the learning problems are so unique that radically different educational models are required. In fact these impressions are true for some of the handicapped but untrue for most of the handicapped. But it is another provision of the new law which is impacting educators of all stripes with equal intensity and which may in the long run be the most significant requirement in the history of education legislation . . . the IEP or the Individual Education Plan. In effect, the IEP says that each person shall be considered as an individual rather than as a member of a group. As such the child would not be classified as "retarded" and treated like all other retarded children. The concept reaffirms the notion of individuality and strikes a mighty blow to classification systems. This crack in the dike will certainly have a profound effect on special education and in turn regular education as well. It's not that educators haven't thought about children as individuals before. The texts are full of exhortations providing direction in these matters. The problem has been that we haven't been able to mobilize the resources to do much more than to think, dream and talk about treating children as individuals. Now we are required to plan on an individual basis and provide a free "appropriate" education for each handicapped child.

Interestingly, this requirement comes at a time when there appears to be less than enthusiastic support of public education. Inflation, an economy struggling its way out of a recession, devalued dollars and a population with more than half its members over thirty years of age are among some of the contributors to the decrease in support. On the other hand, those who would be most voiciferous in opposition to increased support of public education are quick to point to the slippage in achievement and college board scores, declining enrollment, vandalism in the schools and alarming drop-out rates in justification of their position.

It was within this context that the Teacher Corps developed its commitment to strengthen each of its programs with an "Exceptional Child Component." The objective of the program was articulated as an effort to train teachers to deal with the problems

of children with learning and behavioral difficulties as well as with handicapped children. Also, Teacher Corps and other officials estimated that almost half the children with special needs are already in regular classrooms.

In developing the exceptional child component of the Jenks Junior High School, Pawtucket, Rhode Island Teacher Corps Project, the Rhode Island College representative based his approach on a number of assumptions: (1) this particular school is representative of society-at-large in respect to attitudes toward handicapped children and the disadvantaged; (2) the administration and faculty of the school is no less capable of developing the additional skills required to program for the handicapped for learning and behavioral purposes than any other faculty; (3) that because of prior Teacher Corps activity and relocation to a new school building there was a readiness for recognition of the common denominators of regular and special education; and (4) that the central school administration, the superintendent and special education director were equally ready for new approaches to the management of the special education process, the development of a model with potential for use in other schools in the city. To test the assumptions, faculty inservice (release time) and conferences with administrators and teachers were held. The dialogue confirmed the assumed state of readiness and suggested some specific tasks for the demonstration of one key impression considered essential for faculty and administration alike. If successful integration of handicapped children currently placed in the school's two special classes were to be achieved, there was a need to profile learning and behavioral characteristics of the special and regular class children to be matched. These comparisons place into relief many of the concerns harbored by all parties involved in the assignment of handicapped children. Each party has a particular interest—parents, administrators, special and regular class teachers and the child him/her-self need to be psychologically comfortable with the educational placement. The comparison of handicapped children with non-handicapped peers on learning and behavioral dimensions appears to be an important first-step in the mainstreaming of a child whether the placement is on a part-time or a full-time basis.

The profiling-comparison strategy also serves as a dramatic technique for achieving acceptance of the handicapped in regular school programs. Non-acceptance is often a function of

lack of experience. Coupled with the overlays of mythology this inexperience generates stereotyping which becomes its own breeding ground of mixed messages and feelings often difficult to explain even to one's self. Yet even well trained professionals are given to decision making based on these complex stereotypes. Often the only antidote for such complexity is characteristic simplicity. In the profiling-comparison strategy teachers and others become able to shed the myths and through addressing the issues pertinent to abilities versus disabilities, visualizing handicapped children as competitive in several skill areas while remaining victimized by the handicap in others. The presentation of handicapped children to teachers and other school personnel in this manner assists in reducing some of the obstacles which have tended to influence the all or nothing attitudes of the past which led to segregation and exclusion. It has been of help in dissipating the defensive posture educators have found themselves in when forced to make choices on the basis of limited understanding of the true nature of handicapping conditions.

The profiling strategy opened more than the doors of regular classrooms for handicapped children. While respect for the basic competencies of the regular educator is maintained, the business of integrating handicapped children and adjustment of administrative practices is achieved on an individual case basis. This clinical approach carries with it the potential for addressing most of the issues from psycho-social to learning style and instructional strategy. In many ways the development of an individual profile is similar to the requirements of the IEP under 94-142. The objective of such a plan requirement is to develop a prescription which will be understood and actuated by the personnel assigned.

Once the staff of the Jenks Junior High School was provided with orientation knowledge and appreciation of special education it became clear that the school needed a vehicle for mobilizing the multiple resources of the school for servicing the known handicapped and the referral of other children experiencing difficulty.

A proposal for the development of a special education placement and follow-up committee was drafted by the exceptional child component staff. It was presented to the administration of the school, teachers in the building and the city Special Education Director for review and revision. The proposal was as follows:

Jenks Jr. High School Special Education
Placement and Follow-Up Committee

I. The purposes of the Special Education Placement Committee are to:
   A. Provide for the gathering of student information data.
   B. Make planning and placement decisions.
   C. Provide implementation and follow-up for special needs students.

II. Composition of the Committee
   To achieve the purposes in Section I, the committee must regard the requirements of the Federal and State Regulations as they pertain to procedural safeguards and the developments of I.E.P's. As such, preliminary full core and intermediate core evaluation data must be gathered along with the appropriate parent approval for Special Education planning and placement. Within these guidelines and under the guidance of the I.E.P. the Placement and Follow-Up Committee will consist of the following personnel:
   School principal or designee
   7th or 8th House Guidance Counselors
   7th or 8th House Team Leader
   The two Special Education resource teachers
   Particular receiving teachers (on as needed basis)
   The City Director of Special Education (on as needed basis)
   Other Special Education support personnel: psychologist, speech therapist, physical therapists, etc. (on as needed basis)
   The parent or guardian when a significant educational decision is anticipated.

III. Meeting times
   Friday mornings—1st and 3rd periods

IV. Roles of the Members
   For decision making, the committee needs to decide who will do what and by what time. These decisions should be written and agreed to by all members (reviewed at end of each meeting). While some roles will remain constant, others will change from time to time and new ones will become necessary. Sample "roles" or "responsibilities" are listed in Figure 1 for guidance.[1]

V. Decision-Making Style

1. The chairperson (to be designated by the Special Education Director) has the responsibility for the operation of each committee (7th and 8th House). The committee members should decide on their style of decision making according to which style suits their needs. All members should be aware of how decisions are made.
2. Structured agendas should save time, but there should be some flexibility.
3. All decisions and persons designated to perform tasks with timetables should be recorded.

VI. Periodic Evaluation (Review) of Placement Committee Effectiveness

Since the Placement Committee is a new vehicle for Special Education activity it is efficacious to review or evaluate the decision making and follow-up process. Few minutes of meeting time each month should be devoted to listing achievements and problems with a view toward developing different procedures where necessary.

FIGURE 1

Sample Distribution of Responsibilities of Committee Members

Title/Role	Responsibilities
Administrator	1. receive referral 2. appoint chairperson 3. recommend persons for committee membership 4 provide for inservice training for committee 5. make scheduling arrangements for committee members 6. provide resource materials needed by other members 7. provide information on capabilities of the school system 8. provide support for implementation 9. arrange support for implementer completion of IEP
Chairperson	1. facilitate total committee process 2. organize collection of pre-committee child evaluation data 3. coordinate committee activities 4. communicate with parents 5. arrange for interpreter/translator, if necessary

	6. organize all forms and other materials 7. facilitate group decision-making 8. supervise record-keeping procedures 9. insure due process procedures 10. chair committee meetings 11. assign roles to other committee members
Parents/child	1. provide information concerning home situation 2. provide input for development of goals for the child 3. provide support for child evaluation and planning/placement
Referring Teacher(s)	1. provide objective and subjective information on performance 2. provide reality-based suggestions for development of IEP 3. provide reality check for suggestions of other committee members 4. provide summary of classroom assessment 5. provide recommendations for child evaluation needed
Receiving Teacher(s)	1. define capabilities and constraints of receiving situation 2. provide input for development of plan
Child Evaluation Coordinator	1. distribute/collect evaluation report forms to/from child evaluators 2. arrange further child evaluation as necessary 3. compile child evaluation information 4. make recommendations to committee based on compilation
Parent/Child Liaison	1. carry out all parent/child contacts required by law 2. counsel parents/child on their rights 3. conduct home visits 4. obtain parent/child signatures on appropriate forms 5. explain total process to parents
Implementation Liaison	1. monitor child's progress after implementation of IEP 2. submit progress reports to team members 3. coordinate implementation and monitor according to criteria set in IEP
Consulting Specialists	1. provide comprehensive analysis of child within area of expertise

	2. provide specific information describing child's strengths and weaknesses 3. provide specific recommendations for placement/planning decisions 4. complete forms
Recorder	1. keep an accurate record of committee meetings 2. maintain a file of proceedings/decisions

Many of the ideas and some of the language used in the proposal were developed from *Functions of the Placement Committee in Special Education: A Resource Manual*, published by National Association of State Directors of Special Education (1976).[1] The proposal was tailored to the needs and personnel structure of this particular school. After review and discussion, the parties of note above agreed to adopt the proposal as the administrative mechanism for all special education activity from referral to follow-up. Caution was taken to insure that the requirements of the new special education law would be met both in spirit and letter. The issues of confidentiality, permission to evaluate, and making significant changes in children's programs are beginning to be well understood by all participants in the weekly meetings.

More importantly Jenks Junior High School now has an ongoing program to address learning and behavior issues in the school. Failure, discipline, testing, curriculum adaptation, information on children, relationships between the school and community agencies and a host of other concerns of faculty administration and supportive services have a place to surface.

Attendance and participation in the placement committee has been most encouraging. Virtually every professional discipline and resource person in the school has been represented on cases at one time or another. The committee is chaired by the school psychologist appointed by the LEA Special Education Director, with most of the organizational work performed by the two special education teachers in the school.

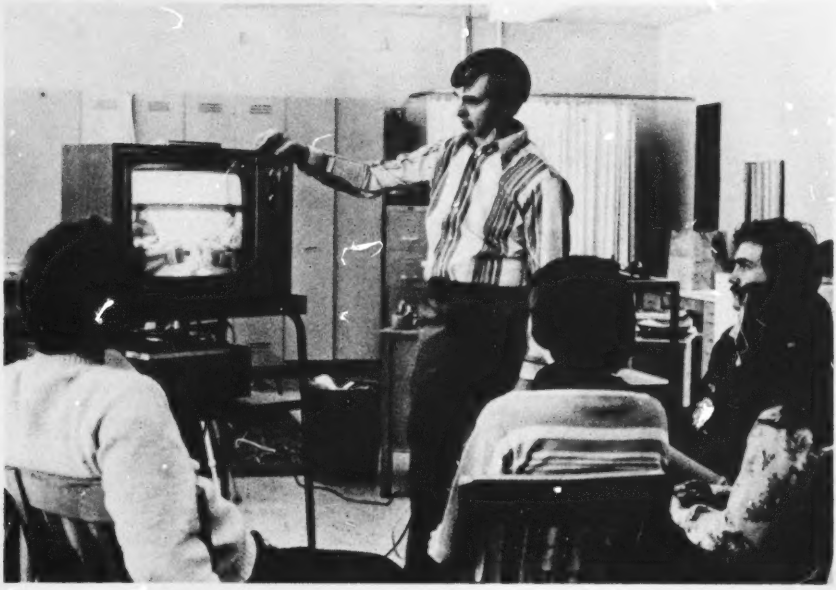
The special education teachers receive referrals, develop agendas, obtain data and notify personnel who should be involved in specific cases. As it has turned out, the number of referrals has been such that there is plenty of lead time for faculty and staff to schedule ahead and arrange for coverage, if necessary. In cases where coverage is required, the administration of the school has been most cooperative.

Some of the outcomes of the placement committee activity have had implications for instruction, curriculum revision, development of personnel, re-assignment of children and scheduling for the school. One can see the process, the agendas and the minutes of the placement committee meetings as a built-in needs assessment system. For all practical purposes, anything of note in terms of learning or behavior problems in the school is potential for the agenda. Personnel generally feel comfortable with this even when additional work is required. For example, the special education teachers' roles have been revised to some extent. More educational testing is being done by the special educators which was once the work of the school psychologist. The guidance teachers on the other hand have been able to attend to activity more associated with personal/behavioral problems. In short, the committee has experienced the evolution of an administratively sound, profesionally compatible use of divergent professional skills.

The role of the Teacher Corps exceptional child component has been to provide consultation in this venture. The consultant has remained low-profiled to insure actuation of skills available but to avoid either dependency or interfering with continuity once the Teacher Corps Project has been completed. As a legacy, there are personnel in the school now who can look forward to extending the direction of the entire school toward full participation with respect to handicapped, disadvantaged and troubled students.

REFERENCE

1. *Functions of Placement Committees in Special Education: A Resource Manual.* National Association of State Directors of Special Education, 1976.



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Bill's instructional approach is primarily experiential which utilizes video tape vignettes and other stimulus materials. He has found these aspects of educational technology to be a very useful approach to inservice training.

New Skills for Teachers: An Inservice Counseling Skills Model

Dr. William Mehnert

The entire training process should be designed to include a variety of measures of the effectiveness of the program.

As the mainstreaming mandate becomes more and more of a reality in American schools, teachers are required to instruct students with diversified learning and behavioral problems. The teacher whose classes were previously occupied by a relatively homogeneous student population is now faced with a heterogeneous group of learners. Many teachers, for the first time in their professional careers, are being called on to instruct exceptional students who require teachers skilled in using a variety of instructional strategies. Many exceptional students also need the help of teachers who can assist them in changing various disruptive or anti-social behavior.

But can teachers be expected to assist that portion of exceptional youths who are disruptive and hostile? Should teachers be asked to tolerate ill-mannered or arrogant youths in their classes? Along with the new instructional techniques teachers must learn in order to assist a wider range of learning problems, can they also be expected to take on the task which parents fail to accomplish in training their children to acquire morals, ethics, and good manners?

All educators would agree that parents should play the primary role in teaching their children positive attitudes and constructive values. But the fact of the matter is that many parents are ill-prepared for the task of parenting and, therefore, fail to help their children acquire culturally desired attitudes. Although we might wish that parents would perform their task better, the fact is that teachers will be faced with an ever-increasing number of disruptive youths who for a variety of reasons are striking out at

anyone they perceive as an authority figure. If teachers choose not to try to help this type of youth, they should recognize the possible consequences of this action.

The teacher, who is frequently the first "significant other" outside of the home, must be keenly aware of the impact that he or she makes on the developing self-image of a youth. Deciding not to "deal with" the hostile or disruptive youth is communicating a message to the youth that the significant adult is rejecting him because he is "bad". A succession of negative messages in school which contributes to the youth's feelings of rejection will lead to a perception of negative self-worth. All too frequently rejection in the classroom leads to sentencing in the courtroom.

Another rationalization for not helping disruptive youth in schools is that society should really bear the burden for effecting a positive change in disruptive youth if parents fail at their task. The felatiousness of this argument is that in reality "we", today's educators, are the first potent force in which society authorizes to have frequent and continuous interaction with youth during the critical developmental years. The school is charged by society to be the primary socialization venicle. If we choose not to provide this service, then we need to ask ourselves, "who will?".

The reasons why teachers can't or shouldn't be expected to work with the hostile or disruptive youth are numerous. It is not the intent of this chapter to develop a complete thesis on the pros and cons of this issue, but rather to suggest some positive steps which have been taken to prepare teachers to effectively help disruptive youth.

The Interaction

Teachers are often the first to identify the problems they are having in communicating with disruptive youth. The traditional communication techniques of "encouraging", "advising", "guiding", and "threatening" fail to alter the behavior of an ever-increasing percentage of students. Not only do these techniques fail to help, often they actually contribute to what can be identified as an adversary relationship between teachers and students. In some schools an adversary relationship permeates the entire environment. In such an environment a series of minor incidents leads to an escalating confrontation between students and teachers. One sign of the extent of such confrontations is

seen in the demands by local teacher organizations for clauses in their contracts which require the employment of "security guards" to protect the teachers from their students.

If this alarming trend is to be reversed, teachers must learn new and more effective interactional skills. The skills which will enhance teacher effectiveness in developing positive relationships with disruptive youths can be found in the field of Counselor Education. Research in this field indicates that by incorporating a variety of response modes into a person's communication repertoire, there is increased probability of that person being perceived as an understanding and caring individual. (Carkhuff, 1969)[1] Not only can these counseling skills help to change a teacher-student relationship from one of adversary to one of advocacy, but they can form the basis for more effective interaction within an entire school and thereby effect the development of a positive school climate. A counseling skills program for teachers has the potential for not only changing teacher-to-student interaction, but also the quality of the teacher-to-teacher, teacher-to-administrator, and teacher-to-parent interaction.

I.-C.A.R.E.

Recognizing the potential usefulness in a counseling skills program for teachers is of little worth if an effective inservice training model is not designed and actually implemented. Such a model was designed and implemented by the author of this chapter. The title of the inservice program is the "Individual Counseling and Responsibility Experience" (I.-C.A.R.E.). Aspects of this inservice program have been used nationally with junior and senior high school teachers. The entire I-CARE inservice program has been conducted with 50 percent of a junior high school staff in rural Maine. Preliminary results on the effectiveness of the program indicate that teachers have learned to select more effective counseling responses and have had a greater change in self-concept when compared to a control group which did not engage in the I-CARE program. However, it is not the intent of this chapter to discuss the research involved in the program, but rather to discuss what should be done if one intends to conduct an inservice counseling skills program with teachers.

GUIDELINES FOR AN INSERVICE COUNSELING SKILLS PROGRAM

The following critical factors were considered in designing and implementing the I-CARE program. The attention paid to these factors will have a significant bearing on the success or failure of a locally-developed counseling skills program.

PARTICIPANT CENTERED VS. TRAINING MATERIALS

There are numerous commercially-produced training booklets and packaged materials which emphasize rote learning of helping responses. If one of the goals of the training program is to help teachers learn ways of responding to disruptive youth as unique individuals, then the training procedures and materials used with teachers should model this approach. The "unique individual approach" is not illustrated by requiring teachers to participate in a counseling skills program which requires them to respond in unison to various training materials.

Different Skill Levels

The training process should recognize and accommodate the differences in entrance competency which will exist in participants' skills in using effective interpersonal communication skills. If one recognizes that each teacher is starting the training with a range of effective and ineffective response modes, then it becomes essential that the training process not be a "lock-step" approach to skill development but one which encourages each teacher to improve at his/her own pace.

Participant Involvement

Training activities should be selected based on the likelihood that participants will engage in these activities. This requires that learning activities be developed after personal interviews with perspective participants. Unfortunately, some consultants who act as trainers are not sensitive to the values and needs of a particular "community of teachers", but are committed to a counseling theory or life style which they then attempt to promote through inservice training arrangements. Gestalt encounter groups and sensitivity training activities are two types of inservice training procedures which have been used effec-

tively with certain groups of teachers but have been totally rejected by other teachers who feel these techniques violate their personal values. Understanding the value orientation and some of the life experiences of the perspective participants will aid the developers of the skills program in reducing the degree of dissonance between the present interpersonal repertoire of participants and the type of activities which will be used to aid in the development of additional effective interpersonal behaviors.

Decoding Activities

The training process should include activities which enable the participants to decode various counseling responses. Written responses appearing in a manual have some value in training, but the use of video taped role models is much more helpful. Segments depicting various responses to an individual statement give the participant a chance to discuss the usefulness of the response they saw the role models use. In using decoding activities the emphasis should be on identifying the type of response which was depicted, as well as discussing alternative responses which might be equally helpful.

Practice With Feedback

The training process should provide frequent practice and feedback to the teachers regarding their acquisition of helpful responses. Two of the most useful skill-development approaches are the microcounseling training procedure developed by Dr. Allen E. Ivey (1971)[2] and the Interpersonal Process Recall developed by Dr. Norman Kagan (1975).[3] The microcounseling approach which emphasizes short counseling sessions with colleagues during which specific types of responses are practiced is an effective way of beginning the training process. The Interpersonal Process Recall approach is effective when participants desire feedback regarding the interactional dynamics which occur during the counseling sessions. Both training approaches rely heavily on the use of video tape feedback sessions during which participants are encouraged to decode their own responses immediately after a counseling session.

Time Alloted for Inservice Training

There should be a substantial time period designated for inservice counseling skills training. This author's experience suggests that between 45-50 hours of seminar time with an additional 40 hours of actual counseling sessions with students is the

minimal guideline for training. There are no shortcuts to acquiring effective counseling skills. Brief weekend-type workshops are frequently worse than nothing. Individuals leave these brief sessions with an idealistic experience in how to help disruptive youth. When the teacher tries his/her new skills "in the real world" and experiences results quite different from the workshop, he/she is likely to reject all the material covered in the workshop as unrealistic. This result is especially true when the trainer, who admonished the teachers to use the new skills, is unavailable for questioning as to why a particular approach failed with a specific student.

Trainer Attitude

Caution should be exercised in selecting trainers who have a positive attitude toward teachers. Some trainers, in the counseling field, are caught up in the role of being the champion of youth. They describe themselves as being "youth advocates", which they intend to be understood as meaning for youth and against teachers, parents, and community leaders. Local planners of counseling skills programs should be alert to the possible detrimental impact on both the school and the community which could occur if a trainer were hired who identified himself primarily with the youth culture.

Teacher Introspection

The training process should include experiences which not only help teachers learn interpersonal communication skills (self-to-others), but also help teachers develop their *intra*personal communication (self-to-self). Training which only stresses learning interpersonal skills will not help the teacher learn to use these responses in stressful situations or under emotional impacting conditions. Providing teachers with learning experiences which aid their development of an internal communication network increases the probability that teachers will have a better understanding of the emotional conditions which can encapsulate or restrict their ability to respond to disruptive youth in a helpful manner. One strategy which has been used to aid teachers in understanding their self-to-self messages involves a series of brief situational video tape vignettes. (Kagan, 1975)[3] The use of simulation materials such as vignettes helps teachers investigate their affective reaction to a variety of verbal and non-verbal messages presented to them on a video monitor under relatively non-threatening training conditions.

Program Accountability

The entire training process should be designed to include a variety of measures of the effectiveness of the program. The basic question which should be continually asked is, "What type of impact is this training having on both the teachers and the disruptive youth they are attempting to serve?". The following assessment techniques have been found to be effective in determining the accountability of a training program:

1. Audio or video tapes of teachers' counseling sessions. These tapes can be rated using a variety of interactional scales.
2. Teachers' responses to a series of video taped vignettes. A rating scale can be used to determine the effectiveness of these responses.
3. Responses to a standardized situation presented on video tape as a competency test.
4. Changes in the frequency of vandalistic acts in a school where teachers use counseling skills with hostile and disruptive youth.
5. Use of attitudinal instruments with teachers such as the Semantic Differential and the Tennessee Self-Concept Test. These two instruments are useful in determining changes in the perception of teachers regarding their ability to help disruptive youth.
6. Responses from students regarding their perspective of teachers' helpfulness in resolving personal as well as school-related problems.

Implementing a counseling skills program designed to help teachers learn effective ways of interacting with and assisting disruptive youths requires the participation of a group of teachers who are committed to their professional as well as personal development. Innovative programs such as the Individual Counseling and Responsibility Experiment (I-CARE) would be impossible without the commitment of teachers who are willing to engage in sometimes threatening and often risk-taking activities. With the commitment of such a group of teachers, much can be done to develop positive relationships between teachers and disruptive youth. For some students the teacher with counseling skills becomes the significant person who helps him/her change from disruptive to productive behaviors, but the counseling skills which teachers learn are not

only an asset in helping disruptive youth. The non-disruptive, exceptional student, as well as the regular student, benefits from interacting with teachers who have become sensitized to individual differences and who can effectively respond in a therapeutic manner. Such a group of teachers not only have a positive effect on their classes, but also impact the entire school climate leading to a more emotionally enriching environment for all students and teachers.

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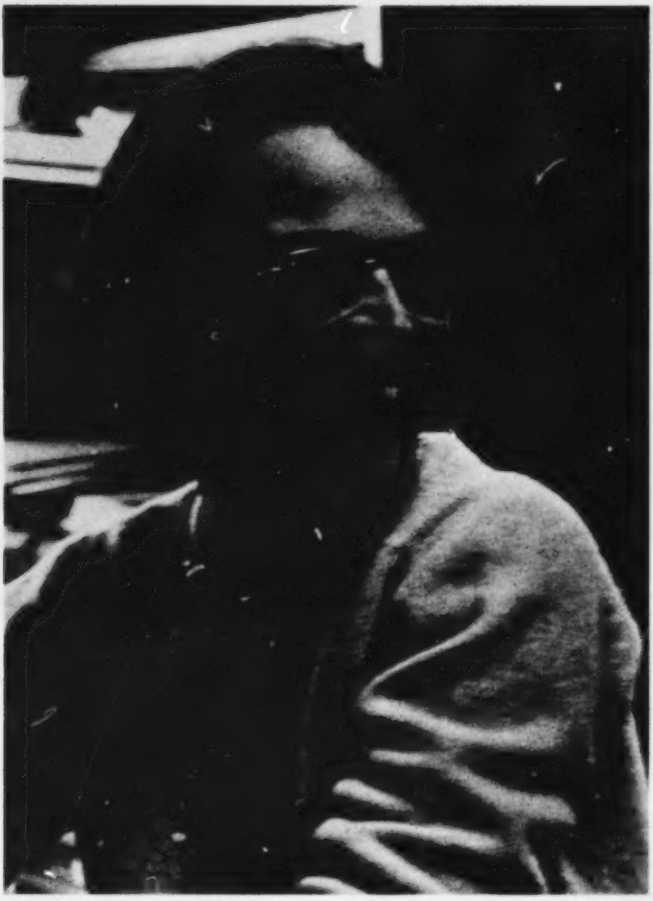

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Teaching Children With Special Reading Needs

Miss Alison Dyer

Consultation with each child's teacher occurs to insure follow-thru and consistency for the child within the regular classroom.

Children with special needs in reading are very often intimidated by the traditional basal reader approach to reading. They know if they are on level 8 and other students are on level 12 that they are behind their peers. If, however, they are writing their own stories, reading literature that they have selected and everyone is in different books, then they are a positive part of the classroom. The teacher through this process is taking into account each student's needs in skills, interests, and abilities.

Three years ago, I heard Jeanette Veatch speak on teaching reading through children's literature. At the same time, I was involved in teaching reading through the organic Sylvia Ashton-Warner approach. It was apparent that the Veatch and Ashton-Warner views on the teaching of reading could be joined; that by combining them, a teacher could implement a meaningful reading program incorporating input from both the student and the teacher. Working together, the teacher and the student would be involved in selecting reading materials and writing stories to become books. Conferences between teacher and student would be included in this approach to complement the student's active participation in his/her own reading program with the essential learning of language skills. This approach would lead to a long term enjoyment and utilization of reading and language arts instead of causing the boredom and the drudgery which some children associate with the 'task' of reading a book or the 'project' of writing a story.

This program has two phases: 1) the reading of literature, uninterrupted sustained silent reading, conferences with the

teacher, and skills work; and 2) the language experience of making books from their written stories. Phase I is commonly called the Personalized/Individualized approach to reading, and Phase II, the Language Experience approach.

The key to using children's books for a reading program is that children will pick books that interest them and that they want to read. For both the student who wants to read or for the student who refuses to read, the teacher must be able to guide these students. If a comic book is the only thing that will turn the student on to reading, then a comic book it is!

If a student picks a book that is too hard or too easy, it is the responsibility of the teacher to help the student. It is my experience that if a student has his heart set on a book, he should be allowed to read it with help and with support from the teacher. The same is true if a student selects a book that is too easy. It is up to the teacher to encourage the student to select a book that is more attuned to his abilities the next time.

When the students have their books, they are reading during the time designated as the Reading Bloc during U.S.S.R. (Uninterrupted Sustained Silent Reading). U.S.S.R. is a period of time set aside for everyone, including the teacher, to read. (In a Vermont School, this period was called J.P.R.—Just Plain Reading.) The U.S.S.R. time can be used for the reading of the selected books for the reading assignment or it can be used for children to read anything that they choose to—magazines, newspapers, comic books, etc. The time for this period varies with grade level, but it can be from ten minutes to forty-five minutes. Depending on how the U.S.S.R. time is allocated, it does not necessarily have to come during the reading time.

Since all the students are reading different books, the teacher keeps track of each student through private conferences with the student. At this time, the teacher hears about the book, asks questions, and makes notes on the student's progress. It is at this step that the skills work is initiated. For example, if through the conferences the teacher finds there are five students who need work on oral reading, a group will be formed that addresses this skill. When skills work is done there might be two or three groups working at the same time, plus individuals working on different skills areas.

It is important to mention that the "mechanics of writing"—spelling, grammar, and vocabulary—are constantly being developed with the whole process totally individualized. If at any

time a total group presentation is needed, for example—on the use of parentheses, there is time and opportunity for this. However, as each student is progressing at his own rate, most of the actual "instruction" can be done on an individual basis. The materials used for the skills work are many and varied—they can either be teacher made or can be from workbooks, text books, duplicating books, etc.

Essential to the success of an individualized reading program is the record keeping. The teacher must record what book the student is reading, what skills need to be worked on and any other assignments that the teacher wants to make. This can easily be done on file cards or in a loose leaf notebook. The student also has record keeping responsibilities. The student should keep track of what book he is reading, the author, how many pages, the main idea and what he or she thought of the book and whether they would recommend the book. These notes should be kept on 5 x 8 file cards. This part of the record keeping should go into a file the whole class can use. If someone wants to find out about a book he might like to read, he can look in the student-made file for information. The other responsibility for the student and record keeping process is to keep a continuous vocabulary list of all the new words encountered in the reading. These words should be looked up in the dictionary, defined, and used in a sentence. If they are also kept on file cards, the teacher can easily spot check them using them as flash cards.

Once the student finishes the book, he is ready for another one. However, many projects can grow out of one book; a student might spend two weeks on a display, written report, relief map or other projects related to the book read. This part of the reading program encompasses what is usually called the Language Arts Bloc which includes reading, writing, spelling, and grammar. This is now most commonly called the "language experience approach to language arts." In its simplest form, it is actually students writing stories, books, poems, and then binding them into books. The books, in turn, become the reading books for other members of the class, reading books for another grade or class, or they can become a permanent addition to either the class library or school library. The book binding is not done at the beginning. Students need to get a "feel" for writing their stories. Once they are comfortable writing and have had a good introduction to writing stories, poems, and "small" books, then is a natural time to introduce book binding.

Once students have actually bound one book and have learned how to do it, a book binding learning center can be set up in the room. From then on, whenever they have finished a story and it is ready to be made into a book, they can go to this learning center. Book binding is usually introduced to the whole group in a work session. Books can be bound on the student's own, after everyone has learned how.

Book binding is emphasized because it is the heart of the language experience program. The students can feel and take a great deal of pride in their finished product. The writing ceases to be an end in itself; the student has the satisfaction of seeing *his* story bound in a book—a book made by himself. This accomplishment opens up a whole new aspect of writing and books to him. A word of humorous caution: Don't count on the first bound book students complete staying in your class library. They are shown on the playground, shown in the halls, and very proudly taken home! Through this approach, children can enjoy reading and appreciate where reading can take you.

The importance of these approaches is the relationship between the teacher and the student and between the student and his peers. The teacher becomes a resource person available to support, counsel, encourage, and instruct. She is also the coordinator of the entire project. The teacher is able to step out of her traditional role and become an active partner in learning with each student. The student, in turn, becomes a partner with his teacher. Together, they have many sharing and learning experiences. Students, by tutoring, helping, and sharing their work grow in their appreciation of their peers and the different talents which emerge. As the students get to know each other and work well as a group, they will be interested in what other students are working on. This provides an environment where peer help and tutoring become a natural course of events. Together, they have many sharing and learning experiences. Students, by tutoring, helping, and sharing their work grow in their appreciation of their peers and the different talents which emerge. Students also begin to realize that everyone *is* different and that everyone learns in a different style and at their own rate. In using the language arts experience and children's literature approach with two groups of exceptional children this year, I have seen children come to respect each other and to have renewed respect for themselves as learners and as teachers.

One of the groups using this approach in the Greenville Elementary School is a reading readiness group of seven children, ages seven to ten years old. They are now totally involved in an individualized children's literature program. They are using library books, books from home, books from anywhere. They each have a conference with the teacher once a week where they discuss their books, what they have read, how they felt about it. The teacher assigns different task cards depending on the skill to be worked on. At times two children have been working on the same task and at times all seven children are working on seven different skill areas. The program has been in operation since early December. It is too early to ascertain the growth in reading level. However, through informal assessments, several facts have become apparent: 1) the children are excited about reading, 2) they are working hard on their skills, 3) they have the desire to help each other, 4) they are taking pride in their reading ability, and 5) they have a new awareness in and about themselves as learners.

The other group involved in this approach is a group of five students which is made up of one second grader, two third graders, one fourth grader, and one fifth grader. The class meets everyday during the "reading bloc" for an hour. They have been working in the language arts experience and children's literature approach all year. All five of the students have individual skills that we have been working on all year. At times, the writing of stories and then binding them has been a specific assignment to work on a specific skill. Also some of the books selections have not been books that can be read in a week. The group works well together and there is always time to work one-to-one with each student.

Consultation with each child's teacher occurs. The teacher knows what the child is doing in reading to insure follow through consistency for the child within the regular classroom.

The exceptional child by virtue of legal and educational definitions is one who "deviates from the norm and needs special services." It is up to teachers to help, to guide, to be aware. "In the classroom, as in the rest of the world, differences can be seen either as potential sources of conflict, or; by looking through a different window, potential sources for human enrichment."[1]

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Is Inservice The Answer?

Dr. Sara R. Massey

Everyone is busy trying to find partial, piecemeal solutions, but the problem is generic.

Many chapters in this book have been written by faculty members in special education at higher education institutions in New England. They have written about their work in schools with regular classroom teachers. With amazing consistency, a primary concern of the teachers was the behavior problems of secondary students. The concern used to be discipline problems, now it's behavior problems. The problem is really the same: a large portion of secondary students don't like school, aren't learning, and are problems for those adults responsible for them. The problem for teachers has become teaching diverse groups of 25 to 30 students, 50 minutes a day, 5 times a day, every day of the week in buildings with over a thousand adolescents.

Any educator entering the institutional setting of the secondary school must deal with the perceived behavior or discipline problems of students. The various authors in this book offer different approaches to resolve the issue, but all maintained their role as a teacher of teachers looking for specific solutions for students within the existing structure and organizational framework of the school.

A question that needs asking is: Can the problems of secondary education be solved through inservice and consulting work with teachers? Can the problems of secondary education be solved through the work of special educators? While recognizing the valuable contribution of special educators and the substantial efforts by many to fulfill P.L. 94-142, this chapter will focus on the need for basic institutional change in secondary education.

A CHANGED REALITY

Society has changed since secondary schools began in the late 19th century, but the schools in the essentials exist as they were in the era of industrialization, pre World War I. Secondary schools used to train a small number of selected adolescents for scholarly and professional pursuits; now they are an all-purpose institution with compulsory attendance housing over 90% of the adolescents in this country. To accommodate this change, schools consolidated and centralized to gain a large enough student population to economically justify more diverse content offerings. Still the differences among adolescents are greater than the structures can provide for and have resulted in massive buildings with minimum social control over students and faddish programs. The structure, the program, and the organization have barely changed and the problems of dropouts, vandalism, failures, violence, substance use, truancy, etc., are all symptoms of rebellion occurring in the school. Can special educators solve the problems?

Special educators can solve specific problems with specific students, and inservice work can introduce new content and methods, but the redesigning of secondary education is a mutual function of local, state, and national leadership.

RECOMMENDATIONS FOR LEADERSHIP[1]

Leadership necessitates getting beyond the administrative day-to-day operation and maintenance of institutions to the tasks of planning, policy making, priority setting and resource allocation as they relate to secondary education. If educational leaders were to use the knowledge that presently exists, major changes would occur.

1. *No school building would have more than 600 students in it at any one time.*
   When massive numbers of people come together in one place, the major concerns must be for safety, basic services, efficiency, and order. All educational and learning decisions become secondary and modified based on order and safety requirements.
2. *The compulsory attendance requirement would be reduced from all day sessions to an academic day of 2-4 hours.*

Any study of student schedules will confirm that the amount of formal instruction per student per day rarely exceeds 4 hours. This figure is also compatible with existing information on the attention span of individuals when actively engaged in the acquisition of new information.

3. *There would be a re-emphasis of the intellectual function of schools with non-teacher evaluations.*
   Across all groups in this society, there is both an expectation and value assigned to the basic educational processes of reading, writing, and arithmetic. Educational programs K-12 should reflect this priority. The evaluation of student learning by the person responsible for the instruction is like asking parents to judge their child. The persons with the most vested interest simply cannot be unbiased and impartial in evaluation.
4. *The utilization of existing community educational programs and support for the development of new ones would occur.*
   Within most communities there exist public libraries, museums, art schools, science centers, historical societies, drama groups, gardening clubs. These community programs are existing educational program resources where students can work and learn with adults with common interests. These programs would be utilized for learning through subcontracting arrangements. The school as the only legitimate source of learning violates common sense and leads to vast duplication of resources.
5. *A re-definition of the "Carnegie Unit" would occur with standards and criterion referenced measures to accommodate new structures for learning.*[2]
   The Carnegie Unit as interpreted by most schools today punishes students for absenteeism through lowered course grades when a student takes advantage of some out-of-school learning activity that occurs during the 8-3 day. Only attendance and successful completion of teacher assignments count for fulfillment of the mandatory units for graduation. This is counter to the knowledge we presently have about how, when, and where students can learn.
6. *The development of regionalized administrative and guidance units with the function of student record-keeping, documentation of equivalency credits, and evaluation.*
   Student evaluation should not be done by those responsible for the instruction of that content. If a diploma means

something different in each district or is merely a record of attendance, then some standardized document of achievement is necessary. The movement of students to educational community centers is just as easy as buses picking up segregated ages of students, all going to one stop even though they cover the whole community.

An orderly reform is needed to refocus the function of the school on its primary task of intellectual instruction with other functions being delivered by other local groups. Special educators with expertise in learning problems have a definite role as the school refocuses on intellectual growth.

THE WAY IT WOULD WORK

Dennis Rockam is a student at Beachwood High. A bus picks up him and his mother to take them to the community art school where they take classes from 9 to 12 in figure drawing, batik, and oils with other students varying in age from 12 to 70. At 12:00, he catches a bus from town to school for classes in English, geometry, and short story writing. Next month, he will be at Camp Chawaskee where he will have daily classes in forest restoration, tides, and astrology. Dennis' schedule changes every 6-9 weeks and at the completion of each period, he turns in course forms describing his experiences, the work involved, and a mini portfolio which includes examples of his work during that time. During the transition week, he turns in these materials, takes the mini exams for those courses, and receives his schedule for the next learning period.

A LEADERSHIP VACUUM

The recommendations for leaders in education are not in opposition to society's educational values and goals. Collectively, they represent a movement away from the concept of the comprehensive school with all options available to all students within one massive building to the concept of comprehensive education available to a diverse population within a community setting. The recommendations serve to reestablish the focus of responsibility for education back within the total community rather than education as an isolated activity carried out by educational officials. Additionally they:

- provide for greater accountability for the intellectual functioning of students.
- accommodate diverse individual needs and interests.
- avoid duplication of services and programs.
- redistribute financial and personnel resources throughout the community.

Traditionally, the leadership function for schools lies with the local superintendent and the elected school board which represents the community. But the reading of local newspapers or the tracking of school board agendas will quickly reflect the absence of long range planning of any educational significance. Program decisions and policy get decided indirectly at the annual meeting on the school budget. The vacuum of local leadership has lead, in the past few years, to school policy being determined at the state and national levels through the courts and legislatures. The significant changes in education occurring since the mid 60's have been a direct result of court decisions and laws. The authors in this book attributed the impetus for their inservice activities undertaken to P.L. 94-142. The challenge in education today is not to add more responsibilities to the schools and its teachers or add temporary isolated programs, but to find leaders willing to engage cooperatively with community leaders in the task of restructuring secondary education rather than letting state and national officials absorb the responsibility.

THE CONTRIBUTIONS OF SPECIAL EDUCATORS

Special educators through their work in schools have specific contributions they can make in the resolution of some of the problems. Special educators come with an expertise in *learning* problems. They come with a practiced ability to focus on the child rather than on the subject content. Special educators have skills in the accommodation of student differences and variability. These skills have much to add in an environment which emphasizes group norms and progress. And finally, special educators come with a history of collaboration. Special educators, to be effective with students, have had to work with parents, community agency personnel and many different role groups within the school. The strengths of:

- knowledge of learning problems
- ability to focus on the child

- skills in the accommodation of differences and
- a history of collaboration

are needed and useful in secondary education.

The present mandate of individual educational plans for special education students could ultimately result in individual education plans for all students. The likelihood of successful learning would be greatly enhanced, but in the last ten years, school personnel have been asked also to learn metrics, open education, inter-disciplinary studies, minority studies, bi-lingual education, affective education, communication skills, crisis intervention, and more. The length of this partial list is merely another reflection of the magnitude of the problem, as well as an indication of the range and number of educators truly wanting to help. The problem is generic. The problem lies in the system or institution, not an isolated part. Everyone is busy trying to find partial, piecemeal solutions which, of course, reflect their own expertise. The results are unsuccessful or succeed with small, isolated problems and avoid the basic structure, organization, and policies of the system itself. P.L. 94-142 won't do it; inservice work for all staff won't do it; additional programs won't do it.

FINDING LEADERS

Leaders are needed who are willing to take a total look at secondary education, search for structural changes, and develop a long-range, unified plan with appropriate decision and resource reallocations that progressively work toward an educational process. This process must have its foundation in reality and accommodate the new mission of post-industrial secondary education: the education of 100% of our local youth. Special educators will have a role and function in any comprehensive educational process.

Throughout history leaders have emerged in times of great crisis. *Parade* magazine, on February 26, 1978, ran the article "Our Nation's Teachers Are Taking A Beating" which described teachers resorting to therapy and drugs as a result of student attacks and the daily "combat" atmosphere. NEA's executive director, Terry Herndon, stated, "I am persuaded that there is no national solution . . . Teachers have become society's last alternative to abandoning its heirs to the streets."[3] If national educators publically state there is no national solution, then what

is to be done? The crisis in secondary education is now. Many educators are willing to help as demonstrated by the number of partial solutions available, but local leadership and communities must initiate and become responsible for the orderly reform of secondary education. Each adolescent hitch-hiking away from the school is a mutual responsibility which cannot be ignored.

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Conclusion: Network Learnings In Staff Development

Dr. Robert C. Henderson

A more concerted effort is needed to institutionalize the knowledge gained from the project experience in the IHE.

The passage of Public Law 94-142 has given an added importance to the Teacher Corps Exceptional Child Component. The mandate of the law to provide a "free appropriate public education and related services to all handicapped children in the least restrictive environment" places a two-fold responsibility on Teacher Corps projects. The first is to provide teachers and paraprofessionals with training that will increase their ability to deal with children who exhibit a range of exceptional behaviors and style. The second is to disseminate positive and negative information about our efforts to provide direction for others who are challenged with compliance to the new law. This book and this article are responses to our obligation to share our findings and to indicate directions for future development.

The New England Teacher Corps Network has contributed a significant percentage of its time and resources to the support, consolidation, and development of the exceptional child component. Through these efforts, we have learned a great deal about the strengths and weaknesses of exceptional child component models.

During the past two years, the Network has provided sharing, training, and information and dissemination services to a broad exceptional child component constituency. It included the exceptional child component coordinator, teachers and school administrators, SEA personnel, and higher education faculty. Initially, the thrust of those services focused on two areas: (1) providing extensive information about the demands Public Law 94-142 placed on school and other educational service

agencies and the kinds of preparation necessary to anticipate the challenge of those requirements; and (2) providing training in specific practices applicable to the classroom and/or to teacher education models focusing on exceptionality.

The objective of this strategy was to facilitate a broader knowledge base in special education issues and action alternatives, and by so doing, increase the support base for local Teacher Corps projects. Our logic was that if special education generally and Public Law 94-142 specifically could be demystified among teachers, administrators, SEA personnel, and higher education faculty, they would become more willing and able collaborators with the projects' efforts in this area.

To achieve this, the Network sponsored a joint conference with the Bureau of Education for the Handicapped Dean's Grant recipients, co-sponsored the Free Appropriate Public Education (FAPE) Institute with the University of Vermont and conducted numerous other training workshops and conferences. It also sponsored regular meetings of the exceptional child component coordinators to maintain sharing among the projects, develop materials in areas untreated by special education researchers, and disseminated massive quantities of existing materials.

WHAT WE LEARNED

The first lesson of these efforts was that the role definition of the exceptional child component coordinators varied widely from project to project. Some exceptional child component coordinators were thoroughly integrated into the project team. The scope of their responsibilities centered primarily on the exceptional child component, but also included other project concerns. They were fully consolidated team members and they functioned as such; meeting regularly with the team, exchanging information, and lending their expertise to the solution of project-wide problems. There were also, however, exceptional child component coordinators whose responsibilities were limited to the instruction of a course or two. The extent of their contact with other team members was low, and the degree of their role/responsibilities interface was also low. They saw themselves only as education faculty working in a consultant instructional capacity. Because they had no consolidated sense of project membership, program responsibility and exchanged

information infrequently, they were often unaware of the evolution of project concerns as well as those of the client system.

The second lesson was clearly related to the above. That is, exceptional child component efforts varied widely in scope, degree of development, and interface with other project components. Again, the range extended from attempts to integrate exceptional child component concerns with other project components to the offering of a special education course on the in-service training agenda.

This range of variance among perceptions of role, responsibility and scope of exceptional child component coordinators and programs created some problems on the Network level, and I would speculate at the project level as well. On the Network level, the wide variations in role definition made it difficult to pursue specific training foci. The Exceptional Child Institute Series, for example, (described in detail by Mann and McClung in Chapter 2), was designed by exceptional child coordinators in collaboration with the Network and Dr. Mann and Ms. McClung. However, the coordinators most actively involved in the design were those most involved with their projects. Others were less involved despite the numerous input opportunities built into the design process. One tangible consequence was that the training series, designed for doctorate level special educators, was attended by a small number of classroom teachers whose needs and concerns were radically askew from those of the primary training target. Because the series assumed a high entry level knowledge base, the teachers felt out of place and derived little of consequence from the experience. Furthermore, the presence of such highly different concerns detracted from the intensity and meaningfulness of the experience for the exceptional child coordinators.

The variance in role and responsibility also limited the degree to which some coordinators could capitalize on the synergy resulting from interproject collaboration. The thrust of this year's Network exceptional child component support system was to provide extensive support to coordinators both in further skill development and in the clarification and exploration of problems attendant to the design, implementation, and institutionalization of exceptional child components. Coordinators with narrowly defined roles were limited in the ability to install knowledge generated at these sessions in their projects. Their range of natural entry points, both to the project and the client

system, were too limited to put the information to constructive uses other than additional course work. And, since much of the knowledge generated in these sessions focused on change strategies, institutionalization strategies, and other areas which were not "course content" per se, the content seemed of little value.

On a project level it stands to reason that the more narrowly you define the scope of the exceptional child component, the less of a foundation will be laid for the development of the LEA capacity to pursue special education concerns on any level. While courses in diagnostic and prescriptive education, mainstreaming, and the like can be critical parts of an effective exceptional child component, alone they are insufficient to effect any lasting change in the capacity of an LEA to respond to the needs of children with exceptional characteristics. The magnitude of the problem requires, in my judgment, a complete integration of both the coordinator and the component itself with all other roles and components of the project. Especially considering the sensitivity and controversy which surrounds this issue, it may well be that the exceptional child component will serve the spearhead for the renegotiation of attitudes toward staff development, human potential, and the need for educational service agency collaboration in the education process among school teachers, administrators, and community persons. Also, considering the applicability of effective special education practices to students without handicapping conditions, the staff development concerns of special educators and regular educators are intimately related. Collaboration between these groups could be highly productive.

The third lesson we learned was that very little was done in the development of strengthening of school-community partnerships on special educational issues. The irony of this oversight is the potential for mutual assistance which exists between teachers and parents of children with special needs. Parents and teachers control tremendous storehouses of information about kids and they significantly impact their development. Particularly in the case of special needs children, where it is most likely that both parents and the teachers have experienced difficulty in accommodating a child's needs, a partnership between these potential allies is essential. Teacher Corps projects that are serious about institutionalizing the exceptional child component will give substantial consideration to the development of parent

and student advocates, alternatives for coordinating teacher and parent developmental efforts, consolidating viable linkages among other relevant service agencies, the school, and the home. The parent of special education children is potentially the greatest ally or the bitterest enemy of the school. Furthermore, in terms of institutionalization, a viable school-community partnership on this issue would do much to insure the progressive development of an LEA's capacity, particularly in regard to compliance with Public Law 94-142.

The fourth lesson we learned was that a more concerted effort is needed to institutionalize the knowledge gained from the project experience in the IHE. The question of on-going assistance to schools (particularly after the termination of the Teacher Corps project) is an important issue. The IHE has a great opportunity to learn from the efforts of the exceptional child component, but some attempt must be made to translate the knowledge to increased institutional capacity or it will be forgotten and wasted. It is important to remember the special education issues do not exist in particular isolation to other issues affecting schools. They must be coordinated with a range of other concerns and activities whether or not the special education staff developer uses the vehicle of the Teacher Corps project. Therefore, it stands to reason that the opportunity presented by Teacher Corps to integrate a range of LEA developmental concerns with special education concerns could be of special value to the IHE. The scope of human and material resources the project offers is broad and the lessons the project experiences teach regarding change processes, the culture of schools, and so on, are highly applicable to other efforts in special education staff development. Lastly, schools attempting to comply with the new law will require staff developers who can translate theory in effective practice and who have developed a large repertoire of tested alternatives.

CONCLUSION

The articles in this book and numerous others testify to the fact that education has entered a stage of capacity which no longer makes it necessary for children with special needs to receive second class training and lead second class lives. However, capacity alone solves no problems. Only when that capacity has been translated into skills and abilities can problems be solved. Teacher Corps projects have the opportunity to play critical roles in that translation.

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